

UBEA
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Forum

APRIL, 1953
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UNITED BUSINESS EDUCATION ASSOCIATION

In This Issue

**education for the
distributive occupations**

• BARLOW • LOGAN • POPE • THOMAS

A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION



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A Message From the 1952-53 Vice President of UBEA

CENTENNIAL ACTION PROGRAM OF THE STATE AND LOCAL AFFILIATED ASSOCIATIONS

A centennial provides us with opportunity to review, to re-evaluate, and to renew faith in our professional objectives and plans.

We are a part of the Centennial Action Program of the world's largest professional organization of teachers—the National Education Association. Our department of the NEA, the United Business Education Association, is the world's largest professional organization of business teachers. Not only does UBEA have several thousand active individual members, but it also includes a division of international importance (the U. S. Chapter of ISBE), a division of over two hundred business teacher-education colleges and universities (the NABTTI), and some fifty affiliated state and local business teacher associations. The United Business Education Association really *is* a *united* professional interest.

Business teachers always have had relatively high professional interest. Although a young branch of education, we have many professional organizations and associations and professional literature. For many years now we have been coping with the problem of unification of our professional activities. We recognize that *in unity there is strength*.

At the same time we cherish the ideals of democratic participation and of local autonomy. We believe in the principle of building an educational program to meet the needs and conditions found in a given community, and believe that any unified effort can have true strength only to the extent that it is the result of democratic participation on the part of all component units. The annual Representative Assembly of the UBEA provides the machinery through which groups of business teachers may retain their complete autonomy *and at the same time* achieve unified strength through direct representation in a democratic policy-making annual assembly.

As is true in all forms of democracy, unified strength can be attained democratically only through active and real participation by everyone concerned or by their duly appointed responsible representatives. The United Business Education Association provides for business teachers this opportunity for unified strength through democratic participation, while permitting us to retain our local autonomy; the real unified strength, however, remains dependent upon the active participation of business teachers and business teacher associations everywhere.

The Centennial Action Program of the NEA and of all its departments and affiliates culminates in 1957—the one hundredth anniversary of the NEA. Just what can these intervening years mean to the state and local affiliated associations of UBEA?—to the “grass roots” of business education right here in my school and in your school and community, and in the communities of all the other 50,000 business teachers in this nation? What can they mean to you and to me, as individuals working in the profession of

Vice President's Message (Continued)

education? How can each state and local affiliated association best make use of this Centennial Action Program in the professional interests of its members? What can and should be done?

Many overly-simplified answers might be given to such questions as the ones posed. Basically, the answers all will come of their own accord if each one of us takes this opportunity "to review, to re-evaluate, and to *renew faith*" in our profession. The successful educator is happy in his work and it seems invariably is the one who understands his profession's plans so well—who sees his own part in the over-all plans so well—that he has faith in the future and is more interested in helping the cause along than in asking "What do I get out of it?"

Over the years our local and state associations of business teachers have continued to serve well. These are the groups which reach down into the lives and work of each of us in a manner fitted to our specific needs and wishes. Their Action Program for this Centennial should envision professional motivations planned to reach an even larger number of business teachers by 1957. Local meetings, conferences, and news bulletins should continue to be improved. Over the years, business teachers have been striving to achieve that professional unity which will assure the strength and recognition due this youthful area designated business education. Perhaps the founders of the National Council for Business Education, in 1937, gave us our first big step forward through the concept of unity through democratic representation of locally autonomous groups. The nine years of its existence as a separate entity proved its value and pointed the way to still further improvements.

In 1946 the National Council for Business Education merged with the Department of Business Education of the NEA, an association of individual business teachers organized in 1892, to form the United Business Education Association. This was the beginning of a truly "United" association of business teachers. It (1) retains the representation of autonomous groups through the Council and the Representative Assembly, and (2) at the same time adds the stability, resources, literature, and leadership of a national association which (3) has close contact with, and is a part of, the National Education Association.

Local and state associations affiliated with the United Business Education Association have a wonderful opportunity for a *Centennial Action Program*. Not only can it be used to help themselves grow individually in numbers, in service, and in strength, but through (1) *active participation in the Representative Assembly of the UBEA*, through (2) cooperation with the UBEA in membership promotion, and through (3) professional benefits of membership in the NEA, this CAP can enable business education and business teachers to experience their full share of the professional renaissance which is due for education between now and 1957.

Already 20,000 business teachers are believed to hold membership in the NEA. When they *also* all hold membership in UBEA and in affiliated local and state associations of business teachers—our 1957 Centennial Action Program goal—business education will receive the full recognition to which it is entitled!

LLOYD V. DOUGLAS, Vice President, UBEA

Evaluation In Distributive Occupational Training

This is the seventh annual special issue of the *Forum* relating to distributive occupational training. In previous years the central themes have included curriculums and course content, teaching materials and methods, administration and supervision, coordination, and survey numbers. During the years the plan of presentation has been to have each annual issue center around a major phase of the program.

The present number of the *Forum* is devoted to evaluation. The various numbers indicate the importance of effective evaluation and its use and value in distributive occupational training. Throughout the numbers, comment is made that evaluation is an integral part of the review and improvement of an educational program.

Coordination is discussed as a process of measurement which is broad in its scope. Evaluation is necessary to indicate the extent of achievement and to point the way toward revisions and improvements. It is similar to stock-taking time in merchandising where an inventory is made and business policies are made as a resultant knowledge of facts.

This number of the *Forum* begins with an article on the basic principles of evaluation. These are objectives and procedures which when applied will lead to a review which will indicate strengths and weaknesses and point the way toward usage and progress.

The significance of evaluation on a nation-wide basis is then discussed. Objectives and goals are pointed out and a check list of evaluative criteria presented. These relate to the program in operation throughout the country and should prove to be helpful in the establishment and evaluation of going programs.

A major phase of distributive occupational training is that of the part-time program. In this phase of the schools' program, students receive specific training in school and are employed in business firms on a part-time basis. The combination of comprehensive and practical in-school training coupled with employed on-the-job experience provides a sound educational arrangement, particularly where students are preparing for careers in merchandising, selling, and related fields of occupation.

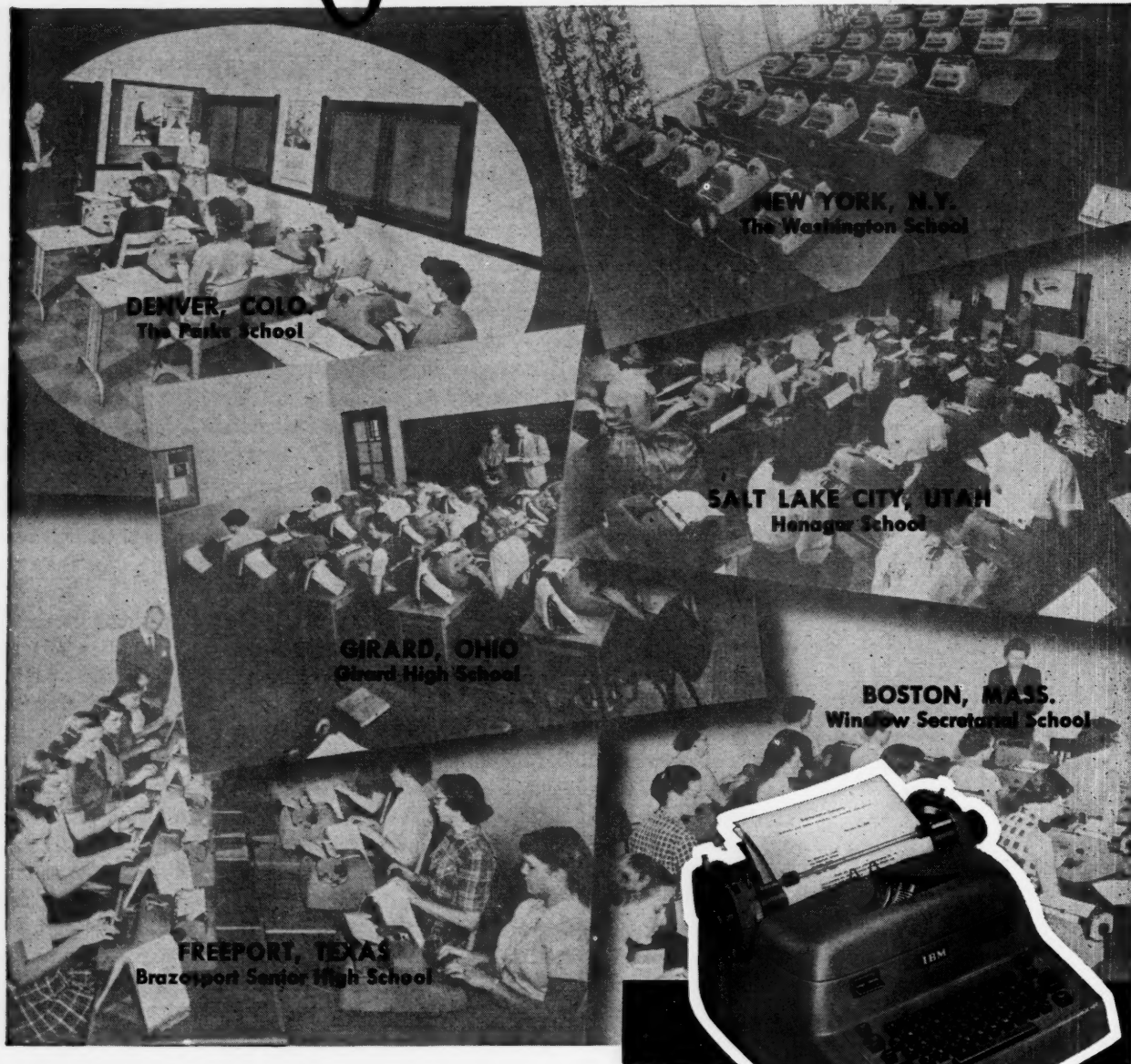
When taken together, the annual numbers of the *Forum* relating to distributive occupational training form at this time treatments of some of the major phases. As indicated above, there is a plan whereby teachers may become acquainted with the program from goals and objectives to improvement and extension through evaluation. It is hoped that rather than take the issues singly that readers will view the entire sequence of articles in studying and discussing distributive occupational training in the schools' program.

With a large percentage of the workers engaged in the distributive trades, there are countless opportunities for employment and leadership in the business activities of this country. As business goes forward, the ranks will need to be enlarged and replenished by specialized individuals who have received the benefits of general and vocational education in the schools and who are prepared for the jobs and responsibilities of the free enterprise system of the country.

WILLIAM R. BLACKLER, *Issue Editor*

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THE *Forum*

Basic Principles of Evaluation . . .

Evaluation provides a basis for revision of an educational program.

By MELVIN L. BARLOW
California State Department of Education
Los Angeles, California

The concept of evaluation suggests a process of measurement which is broad in scope. Broad changes in major objectives, behavior, or personality are emphasized rather than the results of specific tests or examinations in limited areas. Comprehensive evaluation provides information to indicate the degree to which the instruction meets educational objectives and community and individual needs. Evaluation is concerned with the entire school program in all of its aspects: the development of all school personnel—non-certificated employees, students, and teachers—and the complex relationships of the school program and school personnel with the community and with special segments of the community.

Modern educational practice predicates the existence and use of devices to determine the value of an educational enterprise. The words "evaluation" and "appraisal," commonly used in this connection, suggest the intent to arrive at correct judgement concerning the efficiency of operation. This process, which is somewhat difficult because of its subjective nature, should be a recurring function of the enterprise. Evaluation provides a reasonable basis upon which revision of the educational program may be made. Additions, deletions, modifications, or changes in general may be indicated by the results of this cooperative endeavor of evaluation.

Several Steps to Evaluation

It is generally conceded that evaluation consists of several separate and distinct steps, which have been identified in the literature on evaluation. For the purposes of this paper, evaluation will be discussed from the point of view of (1) objectives, (2) development of evaluation instruments, (3) making the evaluation, (4) analysis of the results of evaluation, and (5) follow-up.

Although the area of education to be evaluated may have one or more over-all general objectives, the success

of the evaluation will depend largely upon proper identification of the specific phases of the evaluation. Little can be done until these phases have been defined and delimited. A traveler may have the general objective of an automobile trip from California to New York. For maximum enjoyment, a leisurely trip would require considerable attention to many details in keeping with this traveler's interests. A trip could be planned to visit the capitols of all the states en route, or as many of the national parks as possible, or the distributive education programs in selected cities. To achieve any of these objectives, the traveler would find it helpful to enlist the aid and counsel of others. With this advice, he might then strengthen previous plans or make alterations according to the information received. It is conceivable that one person, with only a single major objective, might become so engrossed with the beauties of the west that he would have progressed no farther than Salt Lake City and find that his vacation had expired. Another might reach New York, but see nothing en route.

The analogy between the automobile trip and evaluation of an educational program can easily be seen. Without attention to objectives, an evaluation of distributive education in "American city" may miss completely some of the major phases of the program contributing to its success or failure. On the other hand, although the evaluation may touch the most important objectives, the evaluation procedures may lack the thoroughness necessary to establish validity.

Kyte outlines an interesting example of this important phase of evaluation as follows:

When the evaluation of supervision is undertaken, the step involves defining and delimiting the phase to be appraised. In a particular school, for example, the scope may be delimited to the supervisory activities of the

principal. A further delimitation may be his supervisory conferences. Of the many held, only those dealing with the supervision of spelling instruction may be selected for appraisal. Hence the procedure may be defined as an evaluation of the principal's supervisory conferences with teachers, designed to improve instruction in spelling. The delimitation includes (1) the pertinent characteristics of the principal, teachers, and pupils; (2) the range of grades covering the spelling instruction; (3) the procedures in teaching children to spell; (4) the list of words; and (5) the specific and composite effects in keeping with educational purposes.¹

Defining major objectives and delimiting the area for evaluation are first steps for consideration.

Development of Evaluation Instruments

Important and fundamental to evaluation is the proper choice of evaluation instruments. Research in this area has led investigators into consideration of the interview, conference questionnaires, rating scales, records, tests, and examinations. Many comprehensive studies have used one or more of the above methods. The evaluation instrument may be constructed around the methods chosen and specifically designed to fit the area defined by the objectives of the evaluation.

An extremely useful guide is the publication of the Cooperative Study of Secondary School Standards on evaluative criteria. This cooperative work has evolved over a long period of time and represents the contributions of numerous consultants and specialists in secondary education. For each area of education to be evaluated, provision is made to study:

1. Organization of the area
2. Nature of the offerings
3. Physical facilities
4. Direction of learning, which is then further divided into,
 - a. instructional staff
 - b. instructional activities
 - c. instructional materials
 - d. methods of evaluation
5. Outcomes
6. Special characteristics

The instrument for each area is preceded by a list of instructions and a statement of guiding principles defining the major objectives of the area.

In cooperation with the United States Office of Education, several national committees and associations of industrial education administrators, supervisors, and teacher education personnel sponsored the publication in 1952 of *A Procedure for Evaluating a Local Pro-*

*gram of Trade and Industrial Education.*² This publication draws heavily upon the Cooperative Study of Secondary School Standards, and combines the best of the criteria, procedures, and methods for evaluation developed by other groups in the field of trade and industrial education. This excellent guide is used extensively, providing an instrument with nation-wide acceptance for the comprehensive evaluation of trade and industrial education. A detailed study of the construction of the instrument alone, by local supervisors and coordinators, has resulted in improved personal and professional relationships.

The average hard-working, conscientious, and inspired administrator probably believes that his program is "good." He may be limited in the evaluation of his program because of his conception of "good." In many instances, there are so few criteria for checking purposes that "good" may be only a hypothetical concept. It may be tailored in one instance by the idealism of the individual or in another by a biased point of view.

The evaluation instrument, therefore, should combine the ideas and experiences of many individuals in the area of education concerned. It should represent objective points of view that take into account the reality of the situation and that do not neglect a certain amount of idealism. The dollars and cents aspects of a business enterprise may be evaluated with ease, but the factor which accounts for success may be the intangible "business personality" of the enterprise. Not even the improvements in distributive education over the years have provided a substitute for common courtesy.

Making the Evaluation

Proper use of the evaluative instrument is a further basic step in evaluation. This step, like the entire process of evaluation, should be a cooperative effort. It should involve all of the persons concerned with the area to be evaluated. Students, teachers, supervisors, administrators, and employers should be represented on the teams to be employed in evaluating each aspect of the educational program. Reconciliation of the various points of view will serve to strengthen the evaluation. An employer will look at the techniques of instruction with a point of view which the instructor may not have considered. The student will have additional reactions, the supervisor and administrator still others. The area of common agreement may provide improved understanding of what is "good."

On one occasion, a supervisor was discussing a routine procedure with an individual not directly concerned with the procedure in question. The outsider didn't know. He called his secretary and asked the same question. Her reply was, "I don't know. That was the way

¹George C. Kyte, *The Principal at Work* (Boston: Ginn and Company, 1941), p. 470.

²Published in Chicago by the American Technical Society, 1952.

"Attitude is important in making an evaluation."

it was done when I came to work in this office." Custom had blinded the person close to the problem to the extent that she had learned to live with it without being aware of its defects. This chance question resulted in a series of events which provided in the end an improved procedure. Leaving improvements to chance alone can hardly be deemed efficient. An evaluation by a representative group would have uncovered the defect.

Attitude is important in making an evaluation, particularly the attitude of the person whose program is the subject of the evaluation. If he feels that the purpose of the evaluation is to brand him forever with the mark of the less successful phases of his work, he may not profit from the evaluation. Experience has shown that this point of view is not uncommon. On the other hand, if he feels that the evaluation team will help him further improve his already "good" program, the result can be entirely different.

Attitudes Must be Considered

Similarly the attitude of other members of the evaluation team must be considered. The member who feels that it is his job to find something wrong may succeed in doing so, but in the end may not make a significant contribution. The other extreme is the attitude of the member of the evaluation team who deliberately overlooks defects and rates everything perfect and who therefore also fails in his responsibility.

The problem of attitude can be solved in part by adequate introduction of the evaluation instrument. All of the members of the evaluation team should discuss the elements of the instrument in a group. They should develop some common understandings of purpose, including a definition of terms. The evaluation should then be made on an individual basis, with each person arriving at his own evaluation without being influenced by the other members.

The unit to be evaluated should be notified well in advance of the evaluation. The surprise element should be removed entirely. The person responsible for the unit should be supplied with a copy of the evaluation instrument and even be encouraged to make a self-evaluation. In this way, the evaluation team will find readily available all of the data they need in their appraisal of the unit.

"Single-shot" Evaluations Not Effective

If an over-all evaluation is to be successful, provision should be made for periodic appraisal. "Single-shot" evaluations are not effective. In this connection, educators may profit by studying the evaluation practices of the reserve components of the armed services. The Naval Reserve program, for example, provides for an annual inspection of each training center. The compre-

hensive evaluative instrument has been prepared carefully. The data of the inspection is set well in advance. The inspection team is briefed in its responsibility and has studied in a group the inspection forms. During the year the various divisions and battalions engage in evaluations of their own, using the same evaluation instrument. The commanding officer of a battalion in North Hollywood, for instance, invites the commanding officer of a battalion in Pasadena to inspect his unit. The date is set and the inspection is carried out. The process is repeated many times. Each unit profits materially as it becomes more acutely conscious of its assets and liabilities. This "pulling itself up by its bootstraps" has resulted in a vastly improved naval reserve program.

When the evaluation team has completed its work, an analysis of the evaluation should be made. The team, members of the unit evaluated, administrators, and supervisors should discuss the evaluation in a group. This should not be a discussion involving accusation and defense of items in the evaluation, but a report of its findings. The others may wish to have further discussion of some of the items, but it is not the purpose to change or revise the evaluation in any way. Upon the completion of this analysis, the evaluation team should submit a written report of the evaluation.

Follow-up

This final step may well be the most important step of all. Provision should be made for appropriate persons to follow up on the evaluation in all its details. The strengths identified by the team should be studied as carefully as the weaknesses. This should be an opportunity for the unit or area evaluated to study its program and make plans to retain the good phases and improve those which were shown to be in need of improvement. Some elements in the evaluation may require action by persons other than the person directly responsible for the unit. If the evaluation discloses the need for new equipment and a replacement schedule for the old equipment, action beyond the normal activities of the instructor is required. This would not release the instructor from the responsibility of using to the best advantage the equipment he does have.

Some order of priority may be necessary in the follow-up schedule. Action on certain items may be initiated simultaneously. In any event, those changes which will result in improved instruction or which will provide immediate benefit to the learners in terms of job selection, adjustment, or advancement should be accounted for first.

Provision for periodic evaluation of an educational enterprise should be an integral part of the activities of that enterprise. Careful attention should be paid to defining and delimiting the objectives of the evaluation,

"Basically, evaluation of the national program is part and parcel of the vocational education act."

including identification of all of the areas to be evaluated. Care should be exercised to make the evaluation comprehensive even though the area to be appraised may be a small part of the total. The evaluation instrument should combine previous research and experience in this particular field and should take into account the general studies in evaluation. Each element of the evaluation instrument should contribute toward the major objectives of the evaluation. Democratic procedures in-

volving many persons as an evaluation team should guide the process of making the evaluation. Persons or personalities should not skew the evaluation, which should deal entirely with facts. The evaluation team should present and discuss the results of the evaluation, but should not revise its original estimate. Finally, a follow-up of the evaluation is necessary in order that the suggestions may be utilized effectively. These steps are basic to evaluation.

Evaluation of a Distributive Occupational Training Program on a Nation-wide Basis

Evaluation of a nation-wide program must concern itself with the organization by which such a program becomes a force in our national life.

By JOHN B. POPE
United States Office of Education
Washington, D. C.

Evaluation is more meaningful when it is conducted in terms of the stated objectives of the evaluator. It should concern the general area in which the evaluator is interested and reflect values in phases of the program for which he has responsibility. Therefore it is quite proper that a member of the staff of the Distributive Education Branch of the Office of Education be expected to state the general responsibilities of the Office for evaluation and describe in broad terms the criteria used in evaluating a State program of distributive occupational training, hereafter referred to as distributive education. Accordingly, the present article will have four principal objectives:

1. To outline briefly the functions of the Office of Education as they relate to nation-wide program evaluation in distributive education.
2. To state in general terms the outcomes expected of the program.
3. To suggest the principal criteria by which programs are best evaluated.
4. To report activities which have given impetus to evaluation in distributive education.

At this point it should be stated that the Office of Education is only one of several agencies interested in nation-wide studies of distributive education. Space, and the time needed to prepare such a report, will not permit the larger treatment of the subject. The work of individual researchers, trade associations and other interested organizations will be left to a future and more complete report.

The concern of the Office of Education with evaluation of distributive education programs is twofold. First,

the Office is charged by law with

"... collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

It is therefore deeply interested in the quality and effectiveness of any instructional program for youth and adults. Second, the Office is charged with the administration of the several programs which are being developed under the national vocational education acts. In distributive education, as in other vocational areas, the Vocational Division is responsible to the Commissioner of Education and the national administration, that funds appropriated by the Congress for the use of the States in distributive education are expended in accordance with the law and with policies growing out of the law.

Basically, evaluation of the national program is part and parcel of the vocational education acts. The standards each State establishes are based on law and policy, and they supply, in essence, the criteria by which a program specialist judges a State program. His principal concern is the welfare of the student, and experience with vocational programs over the years has provided him with some fundamental principles of program organization and operation under which the individual enrollee has been found to be served more effectively and

to advance more rapidly toward his educational and vocational goals. These principles find expression in an Office of education publication under the title "Policy Bulletin No. 1." Furthermore, they have become the basis of the State-Federal agreement known as the State Plan and, having thus been reduced to formal written requirements, their maintenance becomes the direct responsibility of the State.

In the course of the administration of the acts, the State reports annually to the Federal Office of Education on the use it has made of the funds allocated to it. It then becomes the responsibility of the Office to study the State reports with respect to and the extent to which the funds are being used in compliance with the letter and spirit of the State plan. Various devices are used by specialists of the office in determining compliance. One such device is a preliminary guide for conducting program reviews in which the several requirements in the policies are set forth. In the light of these requirements the organization, procedures and practices in each state are reviewed. Complete memoranda covering the situation are then prepared and agreements which have been reached with state authorities on needed corrective measures are reported. Other devices used to determine the extent of compliance include (1) the annual financial, statistical, and descriptive reports made by the state boards for vocational education, (2) visits to local schools, (3) attendance at State conferences, trade conventions and other group meetings at which distributive education programs are discussed and (4) the annual conferences for distributive education called by the Office in the four geographical regions.

Compliance with the established policies does not necessarily insure an adequate vocational program, nor is it the sole measure of the soundness of the program offered, but the present standards are the epitome of experience in vocational program development, and it is almost universally true that State and local programs of distributive education which have been developed within the true meaning and spirit of the acts and policies have been misinterpreted or ignored. An excellent example of the point in question is to be found in the qualifications required of supervisory and teaching personnel, the work experience requirement in particular. States in which consequential retail work experience has been a principal requirement in the recruitment of such personnel give every evidence of having produced high school graduates in distributive education whose permanent placement and rapid advancement in the field of distribution, as a group, have far exceeded that of States in which the length and quality of work experience requirements are low. The present vocational standards must therefore command first claim in the building of a sound program until research, experimentation, and fur-

ther experience result in better standards. The Office of Education therefore adheres closely to the standards born of law and national policy in its review of state programs of distributive education.

Outcomes Planned for Distributive Education

On the premise that evaluation must be conducted in terms of the objectives of the evaluator, let us examine briefly the principal aims of distributive education. These aims fall into three broad categories: (1) Aims of an educational nature, (2) aims which concern the national welfare, and (3) aims which concern the perpetuation and improvement of the service.

Educational aims.—Education is an individualized process. It is organized and directed for large groups and is conducted in the national interest, but it functions in the direct interest of the individual learner. Through him educational aims are reached and their outcomes brought to bear on our national life. Whether the subject matter brings to him the universal tools of human communication and understanding in such subjects as English, mathematics, and the physical and social sciences, or brings specialized tools for use in his daily employment, the individual learner is the chief concern of the educator.

Distributive education has as its principal aim the building of a program which will provide an educational opportunity for millions of individuals, those youths and adults who now earn or will earn their livelihood in the vast area of human endeavor we know as distribution. It is not and cannot be effective as a thing apart from the entire educational process. Guidance furnishes a case in point. Distributive education must make daily use of, and even participate in, guidance activities in order that its candidate for enrollment know himself and at the same time be conversant with the areas of occupational opportunity life affords. In this he must have the competent assistance of the professional guidance counselor. When he is exploring the field of distribution, he also needs the thoroughly practical advice of the experienced worker he finds in the person of a qualified distributive education teacher or coordinator. Once the recruit has made his vocational choice, distributive education must provide part of the basic and much of the specific training he will require to succeed in his chosen occupation. It must also open vistas of the careers available in distribution to the end that the career-minded individual may find a challenge in the tasks he sees ahead and, once engaged in them, find full and satisfying use of his capabilities.

As criteria for the evaluation of the nation-wide program are further developed and applied, they must reflect a recognition of distributive education as a contributing agency in the total educational process. The

"Education is an individualized process."

extent to which it fails in this respect must inevitably be weighed against it, the extent to which it succeeds must be weighed in its favor.

Aims that concern the national welfare.—The national Congress is moved to pass laws in the national interest. Among such laws were those intended to encourage the development of programs of vocational education for workers of the nation. The distributive education section of the George-Deen Act, later supplanted by the George-Barden Act, was a definite attempt to strengthen the national economy by encouraging the building of a more efficient and hence a more effective system of distribution. The Congress was aware of the inherent weakness of an economy with tremendous productive capacity which is not supported by an effective system of distribution. In effect it said to the administrators of the acts, "Go build into the educational system of this nation a program which will strengthen the vital bridge which spans the gulf between our millions of farms and our vast industrial plants on the one hand and the intermediate and ultimate consumers of their products on the other." The objective, then, of the educational administrator must be weighted heavily in terms of factors which insure the most rapid and effective development of such an educational service to the economy.

Aims that concern continuity and growth. Evaluation of a nation-wide program must concern itself with the organization by which such a program becomes a continuing, growing force in our national life. One broad aim, therefore, must be the creation and staffing of a branch in our system of education to assure the accomplishment of the aim. The organization must extend beyond the educational system. Its roots must penetrate every nook and cranny of the distributive system of our nation and draw from that system its sustenance. Only when it has extended its influence—through national, state and local trade groups—to the warehouses and salesfloors of the nation, will it become the vital factor in our economic life.

Since our economic well-being can be so ably served by distributive education, it is fitting that the educational counterpart which parallels and guides the total organization be a clearly defined branch of our total educational system and be of appropriate size and strength. Factors which contribute to its functioning and give it proper perspective in our educational system thus determine in large measure the evaluative criteria by which the adequacy and efficiency of the program can be judged. So it is that those who would evaluate the nation-wide program inevitably must be concerned with the type and title of the organization in which distributive education functions its placement within the organization, the specific objectives of the organization and the qualifications

of the personnel on its staff. These factors determine the climate within which the program must grow. The criteria that follow therefore are weighed heavily in terms of organization.

Suggested Evaluative Criteria

The criteria of program evaluation are in reality an elaboration of the points presented in the preceding sections. In the following paragraphs certain key criteria are presented in the form of questions classified under general areas of program organization and operation. At this point it should be clearly understood that the criteria suggested below relate strictly to evaluation in the field of distributive education as such. It is not intended that they pretend to serve in the evaluation of programs which are more general in nature or more all-inclusive in scope. The criteria follow:

Criteria relating to organization and administration

1. Does the state maintain a division of vocational education in its department of education or in a parallel department of vocational education?
2. Does the division of vocational education maintain a distributive education branch?
 - a. Is the branch coordinate in position with the other branches of vocational education?
 - b. Is the branch responsible solely for distributive education and subjects related directly thereto?
3. Does the state encourage the establishment of a similar organization in each local community when such an organization is practicable?

Criteria relating to supervision

1. Does the state provide state-wide supervision of the program?
 - a. Does it employ a state supervisor of distributive education?
 - b. Is the supervisor coordinate in authority with other head State supervisors of vocational services?
 - c. Does the head supervisor report directly to the state director of vocational education?
2. Are the qualifications of the state supervisor of distributive education and those of his professional staff weighted heavily in terms of
 - a. Consequential and reasonably recent work experience in distribution?
 - b. Comprehensive technical and professional education in distribution and distributive education, respectively?
 - c. Reasonably recent teaching experience in vocational distributive education?
3. Does the state supervisor of distributive education and his professional staff have responsibility for
 - a. All phases of the distributive education program?
 - b. The preparation or approval of all reports concerning the program?
4. Does the state supervisor of distributive education have freedom, within the policies governing other head supervisors,

"Evaluation of the program on a nation-wide basis has not been attempted."

- a. To engage in promotion of the program through acceptable media of publicity and through personal approach?
- b. To maintain close working relationships with employer and employee groups in the promotion and development of the program?
- c. To visit and encourage local superintendents of schools to initiate the program?
- d. To encourage participation, including membership, in student and professional organizations in distributive education?

Criteria relating to teacher education

1. Is an organized program of teacher training in distributive education made available to teachers and prospective teachers?
 2. Is the principal purpose of the teacher education program to train teachers for professional service in distributive education as such?
 3. Is the program operated in close cooperation with the State program of supervision?
 4. Are the head teacher instructor and members of his supporting staff well qualified in distributive education from the standpoint of work experience in distribution, technical and professional education, and both teaching and supervisory experience?
 5. Is each enrollee in the teacher education program qualified to participate in professional distributive education by reason of his having
 - a. Sufficient work experience in distribution, by the time he has completed the program, to qualify under the state plan of the state or states served by the program?
 - b. Sufficient maturity to command the respect of the merchant community and the trainees he will serve?
 - c. Employment, or definitely preparing to teach, in the distributive education program?
 6. Is the instructional program planned and operated to meet the specific needs of distributive education teachers in that it provides
 - a. Technical subject matter which is properly balanced between background material, specific information and skills, and current developments in distribution?
 - b. A liberal offering of professional courses in vocational education, including an adequate number in professional distributive education courses?
 - c. Adequate experience in practice teaching?
 - d. Current work experience in distribution for full-time teachers?
 - e. Opportunity for continuous professional improvement for all teachers?
 7. Is training in teaching available for business specialists who teach classes of employed workers? Supervisors and executives? Managers and owners?
3. Is classroom instruction directly related to the occupational objectives of the enrollees?
 4. Is the instructional program sufficiently comprehensive to give the enrollee a working understanding of larger areas of work in distribution than that involved in his specific job?
 5. Is close correlation maintained between vocational instruction and the general values in education; for example, is citizenship emphasized in the vocational instruction and in related activities?
 6. Is each enrollee's instructional program conducted in close correlation with adequate work experience in a distributive occupation?
 7. Is the teaching personnel in the distributive education program well qualified; that is, does each teacher possess
 - a. Extensive full-time work experience in distributive occupations?
 - b. Adequate technical and professional training in distributive education?
 - c. Adequate teaching experience in distributive education?
 8. Is the work experience of the student closely coordinated with his instructional program and closely related thereto?
 9. Is each cooperative part-time student under vocational instruction relating to his employment for a sufficient period of time to accomplish his objectives?
 10. Is the instruction designed for students of less-than-college grade?
 11. Do employed workers in the distributive trades find the instruction practical and usable?
 12. Is provision made for the use of instructional content on the job?

Criteria relating to research

1. Does the State encourage research projects in connection with the distributive education program?
2. Is each project directly related to distributive education?
3. Are the technical phases of each project conducted under the advice and counsel of a specialist trained in research techniques?
4. Are the findings of research projects used in the development or further improvement of distributive education in the State?

It is obvious that the relatively few criteria listed in this article can serve only as an indication of the kind of questions to be answered in a national program evaluation. Incidentally, even the casual reader will readily understand the reason for some of the difficulties distributive education has encountered. The requirements with respect to program organization and operation vary widely, but they are no less varied than the requirements used in issuing teachers' certificates in distributive education in the several states and territories. In a few instances a cooperative part-time student who works on a half-time basis for two school years, actually will have acquired more work experience than that required of his teacher. Can such a situation be defended under any sound standards? Surely, a program operated under such requirements must be rated as sub-standard in a

Criteria relating to instruction

1. Is the instructional program designed to fit the enrollee for useful employment?
2. Is the individual instructional material developed through use of a careful analysis of the job of each enrollee?

program evaluation, and any sub-standard program is a threat to all vocational education.

Distributive education has been coming of age during one of the most critical periods in our history, years which have been characterized by doubt and uncertainty. In spite of the influence of problems brought on by such a period, distributive education has grown to be a respected member of the vocational education family. But the number of professional workers in the Office of Education and in the states has been strictly limited. The small amount of money available has made it impossible for supervisors to employ a staff large enough to conduct comprehensive studies. Their own full time has been devoted to the promotion of the program to the consequent neglect of research and other important aspects of program development. Evaluation of the total program on a nation-wide basis has not been attempted. Although it is true that several studies are now in progress, the principal objective of each of them has been the development of criteria for use in evaluation, not evaluation as such. Moreover, the studies have usually been concerned with only one phase of the program, the cooperative part-time program.

Lack of activity in evaluation can be attributed neither to a lack of interest in the subject nor to a failure to recognize its importance in program development. Leaders in the field are keenly aware that distributive education, to make its maximum contribution to education, must be the subject of continual evaluation. Working with meager facilities at their command, they have had some success in encouraging activity in the field. Some of the principal developments in evaluation have been the following:

1. In 1947, the theme of a session of the distributive education section meeting at the National Retail Dry Goods Association Convention was "Evaluating Distributive Education." This lead was followed by studies

in a few states to establish criteria for use in a study of the State program.

2. In 1948, at the National Workshop Conference on Distributive Education, a committee on standards and evaluation issued a preliminary report on the subject. Although the report was never published in final form, it influenced state supervisors and teacher-training institutions to initiate studies in a wide range of topics, the greater number being concerned with the follow-up of graduates of the cooperative part-time program. Some of the studies have pointed the way to better selection and improved training practices.

3. Theses and dissertations of candidates for advanced degrees in universities have had an important influence in the establishment of criteria for program evaluation. Two current studies give considerable promise of making a major contribution to evaluation of programs in distributive education.

4. Program reviews now being conducted by specialists from the Office of Education and the work of committees of the regional conferences for distributive education are lending considerable emphasis to program evaluation. The effort to improve the contribution of state descriptive reports to evaluation of distributive education is also beginning to bear fruit. In these reports the objectives and outcomes of state programs are being more clearly revealed.

It cannot be truthfully said that criteria are available with which to conduct a comprehensive nation-wide evaluation of distributive education, but it is true that such a study is now within reach. A few more careful studies, especially studies encompassing the adult extension program, should yield within the next year or two the validated criteria needed for a reasonably accurate evaluation of the total program. We can only hope that man and circumstance will contrive to speed the completion of the task.

Business Education (UBEA) Forum

Schedules of Issues, 1952-53

Shorthand (October) Editor—Dorothy H. Veon, Pennsylvania State College, State College, Pennsylvania; Associate Editor—Mina H. Johnson, Ball State Teachers College, Muncie, Indiana.

Typewriting (November) Editor—John L. Rowe, Northern Illinois State Teachers College, DeKalb, Illinois; Associate Editor—Dorothy Travis, Central High School and University of North Dakota, Grand Forks, North Dakota.

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Distributive Occupations (April) Editor—William R. Blackler, State Department of Education, Sacramento, California; Associate Editor—John A. Beaumont, State Department of Education, Springfield, Illinois.

Office Standards and Co-operation with Business (May) Editor—Erwin M. Keithley, Department of Business Education, University of California, Los Angeles 24, California; Associate Editor—Fred C. Archer, State Teachers College, St. Cloud, Minnesota.

Evaluating Cooperative Part-time Training for the Distributive Occupations

Here is an evaluation which can be adapted in any community.

By WILLIAM B. LOGAN
Ohio State University
Columbus, Ohio

There has been a steady growth in the cooperative distributive education classes during the years since its inception. Beginning in 1938 there were only 3,600 pupils enrolled in cooperative distributive education classes. This number increased eight times by 1950.

Have these pupils profited by the training which they have received in distributive education? Are there ways in which the effectiveness of the distributive education program may be determined? What are the advantages and disadvantages inherent in the program?

A few surveys have been made of cooperative distributive education in the various states, principally as an outgrowth of a need for information to be used in the annual report to the United States Office of Education. These studies were not intended to be comprehensive nor did they need to be for purposes of the annual report. Rather, they have been brief and lacking in many details. Also, each state has, by necessity, devised its own instrument for studying its program. Under such circumstances it is practically impossible to compare results except insofar as the data appear in the annual report of the United States Office of Education.

Devised Questionnaires

Several states have devised questionnaires consisting of provocative statements which have served as guides to state and local administrators and coordinators in organizing and developing distributive education programs. An example is the Illinois publication on evaluation.¹ Various other educational groups have developed criteria for evaluating their programs. Many of the evaluations are designed for self-evaluation although some are designed to be used by an evaluation team. The regional associations of colleges and secondary schools² developed one of the most comprehensive evaluation instruments. Reynolds³ developed an instrument in

the business education field, which was published by a national association.

A plan has been developed for evaluating a state-wide in-school distributive education program.⁴ This plan adheres closely to accepted evaluation forms used by other educational groups. In this way it is possible to profit by the familiarity which educators have with these forms. This is not intended to imply that there is one form which has been adopted by all educational groups.

The plan for using the evaluation instrument developed by the writer includes a series of evaluation sessions in local communities and an evaluation session in the state department of education. This does not preclude that a given community must await a statewide plan. Rather, a community can profitably use the instrument at any time to good advantage. The evaluations, whenever held, are to be performed by an evaluation committee.

Two separate manuals have been prepared.⁵ The first manual is "Criteria for Evaluating a State-Wide In-School Distributive Education Program," which is referred to as the "Criteria." This manual contains all of the material necessary for use by members of the local committee.

The body of the "Criteria" is divided into the following ten sections: Establishment in the Local Community, Attitude of School, Support of Local School Administration, Support of Merchants, Organization Structure of the Local Program, Guidance of Pupils, The Distributive Education Staff, The Distributive Education Curriculum and Methodology, State Leadership, and Teacher Education. The first eight sections pertain to the local community and the final two to the state. Each section begins with a statement of a basic principle, followed by a series of questions which are based on the statements of interpretation. Each question is followed by a series of statements, which are based on a compiled list of evidences, to determine to what degree, or extent, the principle is operative in a given situation.

¹John Beaumont, *Criteria for the Evaluation of a Distributive Education Program*. Series A, No. 108, Springfield, Illinois, Board for Vocational Education, June, 1949.

²*Evaluative Criteria: 1950 Edition*, Cooperative Study of the Secondary School Standards, Washington, D. C.: Cooperative Study of the Secondary School Standards, 1950.

³Helen Reynolds, "Handbook for Studying Business Education," *Bulletin No. 29*, The National Association of Business Teacher-Training Institutions, January, 1943.

⁴William Boyd Logan, "Criteria for Evaluating a State-Wide In-School Distributive Education Program," Unpublished doctor's dissertation, The Ohio State University, 1952.

⁵Copies of these manuals are available for limited loan by writing directly to the author.

"Following local evaluation, state services may be evaluated."

Work of Subcommittees

Members of the subcommittees evaluate each item and make an appropriate check in the column under "Check List" provided for this purpose. The following ratings are used by the committee members in evaluating each evidence.

- ✓✓—provision or condition is made extensively
- ✓—provision or condition is made to some extent
- O—provision or condition is limited
- M—provision or condition is missing but needed
- N—provision or condition is not desirable

A summary statement appears at the end of each subsection. This summary statement has five possible completion statements. The committee is to select the statement which summarizes the ratings on the evidences. When the subcommittee checks a particular completion statement, a numerical result is automatically obtained. The completion statements are so constructed as to give a negative result for numbers 2 and 1. Number 5 is the highest obtainable evaluation with 3 being the medium degree or extent of the activity. An illustration is given here of one subsection taken from the "Criteria."

Principle X. A state department of education should ensure that effective pre-service and in-service teacher-training programs are developed and maintained.

1. To what extent are teacher-training programs designed to fit the needs in the state?

Check List

- a. The state education division has requirements for institutions offering professional distributive education courses ()
- b. The teacher-training institution meets the state requirements ()
- c. The number of teacher-training institutions offering professional distributive education is limited to fit the needs ()

EVALUATION: The state education division limits the number of teacher training institutions

5 ()	to a great extent
4 ()	to a high degree
3 ()	to some extent
2 ()	very little
1 ()	none

A summary sheet is given at the end of the "Criteria." This two-page summary consists of a series of positive statements based on the questions under each of the ten main sections.

The second manual is entitled "How to Use the Criteria for Evaluating a State-Wide In-School Distributive Education Program," and contains complete instructions on conducting the local and state evaluations. Part I includes material on the state evaluation. Each of the two parts is divided into three sections: procedure for evaluation, information for committee, and informa-

tion for subcommittees. This manual includes forms and a coded list of information to be used in collecting the data for the evaluation meetings. The code numbers refer to the evidences listed in the "Criteria."

Local Evaluation

An effective cooperative distributive education program in a state is based upon the results being obtained in the local communities throughout the state where programs are in operation. There is where the evaluation begins. Following the evaluation in the local community the state services available to local communities may be evaluated. Then the local and state evaluations are summarized. A brief description is given here of the local evaluation.

Arrange date for evaluation. A date satisfactory to the participants is arranged. This date should allow sufficient time in which to compile information for the committees. Two days will be necessary including the evening of the first day and all day the second day.

Prepare information. Certain general and specific information is needed for use by the committees when they assemble. All of the forms for gathering data are provided in a separate manual.

Evaluation committee. The evaluation is essentially a self-evaluation. Of the fifteen suggested members of the committee only three are from outside the community. The remaining members are school administrators, representatives of the high school faculty, distributive education pupils, and retail business employers and employees. The full committee is divided into subcommittees for the purpose of rating the evidences and completing the evaluation statements in the evaluation instrument.

Send information. Each committee member should receive in advance of the meeting a copy of the criteria and details about the conference. Subcommittee chairmen should receive, in addition to those items, information which has been compiled by the local coordinator and others in order that the subcommittee chairmen might familiarize themselves with the information in advance of the meeting.

Hold evaluation conference. The evening of the first day is used for instructions to the committees and initial meetings of subcommittees. During the morning of the second day members observe, summarize information, and fill in the check list items and evaluative statements. The full committee meets during the afternoon to complete the evaluation.

State Evaluation

The state evaluation follows the same general pattern as the one to be conducted in a local community. A date for the meeting is set, arrangements are made for a

"Another by-product of the evaluation is full participation of the merchants . . ."

meeting place, persons are invited to serve on the committee, materials are assembled for the subcommittees, subcommittee chairmen are informed about their duties, and the state chairman is given instructions.

The committee will be able to complete its work in one day. Suggested membership on the committee includes a high school principal, a representative of the state merchants association, a local merchant, a professor of education, a professor of business administration, and distributive education coordinator.

A part of the information prepared for the meeting is a summary of local evaluations. The summary includes fifty-five items.

Summary of Items

- I. ESTABLISHMENT IN THE LOCAL COMMUNITY
 1. Scope of survey of needs for distributive education
 2. Intensity of the evaluation of the survey
 3. Emphasis on employment opportunities and needs of youth
- II. ATTITUDE OF SCHOOL
 1. Acceptance and acknowledgment of vocational education
 2. Recognition of distributive education
 3. Success of distributive education pupils in general education
 4. Acknowledgment of values in work experience phase
 5. Consideration given to study-work program in scheduling
- III. SUPPORT OF LOCAL SCHOOL ADMINISTRATION
 1. Relationship of school administration with business community
 2. Utilization of state and national resources in program development
 3. Care with which teaching staff is selected
 4. Availability of suitable physical facilities
 5. Provision of suitable equipment
 6. Adequate amount of instructional materials
 7. Quality of instructional materials
- IV. SUPPORT OF MERCHANTS
 1. Provision of adequate number of diversified placement opportunities
 2. Provision of diversified types of placement opportunities
 3. Provision of proper placement opportunities
 4. Placing emphasis on educational values of work experience
 5. Serving in an advisory capacity to the school
- V. ORGANIZATION STRUCTURE OF THE LOCAL PROGRAM
 1. Utilization of advice of interested persons and groups.
 2. Freedom given to coordinator in program development
 3. Provision for protecting best interests of pupils
 4. Scheduling of work experience for advantage to pupils and merchants.
- VII. THE DISTRIBUTIVE EDUCATION STAFF
 1. Suitable personal qualifications of distributive education staff
 2. Acceptable occupational experience
 3. Technical and professional distributive education preparation
 4. Effectiveness as instructors
 5. Effectiveness as organizers and leaders
 6. Improvement of business and professional capabilities
 7. Contribution to total general and vocational education program
 8. Participation in community affairs *
 9. Promotion of distributive education program
 10. Effectiveness of supervisory staff
- VIII. THE DISTRIBUTIVE EDUCATION CURRICULUM AND METHODOLOGY
 1. Curriculum based upon current and authoritative information
 2. Instruction aimed at present needs of pupils
 3. Friendly and mutual relationship between teacher and pupils
 4. Distributive education pupil participation in school activities
- IX. STATE LEADERSHIP
 1. Suitable qualifications of the state staff
 2. Allocation of adequate funds
 3. Effectiveness of staff in all phases of work
 4. Effectiveness of leadership as reflected in local program
- X. TEACHER EDUCATION
 1. Provision of teacher-training program to meet needs in the state
 2. Allocation of adequate funds
 3. Good relationships between state department and teacher-training institutions
 4. Integral part of total teacher education program
 5. Qualified pupils admitted to teacher education program
 6. Effectiveness of institutional in-service teacher education program
 7. Effectiveness of informal in-service teacher education
 8. Certification standards developed, accepted, and maintained

Conclusion

An outgrowth of such an evaluation should be a recognizable increase of interest by merchants and school personnel in the cooperative distributive education program. This was observed in the tryout of the instrument in Springfield, Ohio and again in the State Department of Education. Inherent in the evaluation is a review of the activities which tend to give understanding to the participants and through understanding there comes interest.

Another by-product is full participation by merchants in the program. After they have realized the importance of their part in cooperative distributive training they tend to put more into the program.

Those who use the plan will find many other features which are of increasing value in developing cooperative distributive education training in their communities.

"A flannel board demonstration gives the same basic ideas to many people."

Let's Use the Flannel Board

A flannel board insures stable, accurate and complete coverage of the subject.

By VIOLA L. THOMAS
State Department of Education
Sacramento, California

Flannel boards as teaching aids are becoming more and more popular with instructors in the distributive occupations classrooms. They have certain advantages and limitations in common with flipcharts which should be mentioned.

A flannel board demonstration gives the same basic ideas to large numbers of people, furnishes a framework for the leader, and insures stable, accurate, and complete coverage of the subject. The major theme is controlled, but the leader is free to supply local variations. Finally, this device is adaptable when instructing large numbers of people.

To be effective, the exhibits must be well done. As preparation takes a great deal of time, exhibits are practical only when they are to be used again and again. In addition, it should be pointed out that these exhibits are not intended for small conferences where ideas are drawn from the group. Also, the leader should be warned not to use them as a crutch for teaching, but as a means of emphasizing and highlighting the main points.

Construction

Cut a piece of celotex or plywood to the desired size. The width of the flannel will limit the size, but for good visibility it should be at least 36 inches by 48 inches. Celotex is lightweight, easy to carry, and cheaper than plywood.

The board is covered with felt or flannel of sufficient length and width to cover surface and lap over the back. The flannel is drawn tightly over the board and attached on the back with staples. Cotton flannel is cheaper than wool and has more nap; however, wool flannel is more durable. A neutral color, gray or black, is strongly advised, for brilliant colors distract attention from the exhibit.

If the board is to be transported frequently, a hinged board that folds and can be carried by a handle is useful. For this purpose, two pieces of plywood cut to the desired proportions would be superior to celotex. The pieces should be first covered separately by the flannel and then hinged together from the back.

If illustrations are being used in the exhibit, they may be drawn directly on poster board of medium weight (the weight is termed "railroad board") or even light weight. Avoid heavy poster board, as it is not only diffi-

cult to cut, but is too heavy to adhere to the board. The use of an opaque projector in enlarging pictures, graphs, and cartoons is an invaluable aid for preparing exhibit materials.

Sandpaper, fairly rough, or floc (from a display equipment store) is glued on the back of the exhibits with liquid cement. Sandpaper may be cut into strips and glued on the back without covering the entire surface, but there must be sufficient sandpaper to adhere well.

Felt comes in beautiful colors and will stick well in even large pieces to the flannel board. Color wheels or color combinations for home furnishings, for example, can be worked out effectively by using pieces of felt alone.

Fiber board, suede paper, or anything with a rough surface can also be used in lieu of the poster board. According to experienced operators, however, the combination of the poster board and the sandpaper provides a weight and adhesiveness that is effective, and the surface of the poster board is adaptable to various mediums such as crayon, ink, paint, and grease pencil. Illustrations should be kept simple, avoiding intricate lines and too many colors.

Unless a professional artist or sign painter is available, it is well to take advantage of commercial lettering guides. Some organizations have in their art or display departments hand print sets that make clean-cut, professional lettering possible. The lettering is done on strips of poster board and backed with the sandpaper in the same manner as the pictures. However, it is possible to use the Mitten letters, stuck into strips of fiber board or thin celotex, instead of the printed strips. Greater contrasts can be gained by using dark lettering on light background, or vice versa.

Preparing Exhibits

A leader outlines his talk and then plans his exhibits on the board to illustrate only the main points. Simplicity and brevity are the keys to full effectiveness. The lettering strips should be few, and only include the "punch" word, or short phrase, that suggests the idea. The exhibits should be kept simple for full dramatic effect. A board that becomes too cluttered loses its strength. The board is a tool for suggesting the key

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Dept. U-2, Denver 2, Colorado

points to the group and is not a means of telling the complete story.

How to Use the Board

The board should be placed on an easel or some support in full view of everyone in the room. Place it high, but within arm's reach of the operator. If the exhibits are arranged carefully, face down, in the exact order in which they are to be used, fumbling for the right piece will not happen. Attention is easily lost and the point is weakened when the speaker stops to sort through his exhibits. The instructor should not put up the exhibit until he is ready to talk about it because suspense will be lost. It is advisable to put up one piece at a time, and read the printed strips as they are placed, even though it means repetition. The speaker must be completely familiar with the exhibits, know what is coming next and practice the mechanics of arrangement so that he can do it smoothly with enthusiasm and interest.

Note: For those interested in seeing a graphic demonstration of the use of the flannel board in teaching, there is a new color film produced by Wayne University on the subject. The title is "The Flannelboard in Teaching." The film runs for nine minutes, the purchase price is seventy-five dollars, and it can be rented for three dollars a day. This film will be of special value for those responsible for teacher education.

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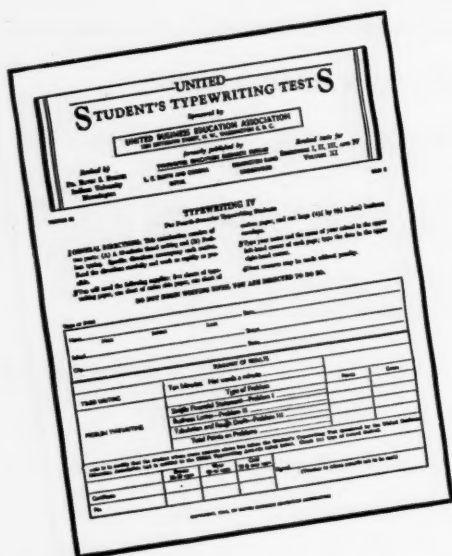
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Introduction by HERBERT A. TONNE
Chairman, DPE Committee on Planning and
Coordinating Research and Service Projects

Administration

"Public Relations for Business Teachers," by John A. Beaumont. *American Business Education*, October 1952. Establishing relationships with various groups and how to meet their needs.

"Administration and Supervision in Business Administration," by J. Frank Dame. *The Balance Sheet*, May 1952. Improvement of instruction. Showing how administration and supervision of business education must know the community need.

"Human Relations in Teaching the Business Subjects," by New York Board of Education. *The Balance Sheet*, February 1952. Sample lesson plans. These plans serve as guides for business teachers who are interested in developing human relations in class work.

"Getting in Step," by Leo L. Nussbaum. *Business Teacher*, September-October 1952. How to build up your business education department.

"How to Teach Business Policies," by Arnold E. Schneider. *Business Education Forum*, May 1952. Devices used for teaching business policy.

"Dynamic Public Relations for Schools," by Jack C. Staehle. *American Business Education*, October 1952. A list of suggestions for public relations in school.

"Personal-Data Booklets that Sell," by L. L. Strout. *Business Teacher*, February 1952. A new and different way of composing a personal-data sheet. This will strike the employer's eye.

"What is the Cause of Lower Office Production Standards?" by Herbert A. Tonne. *The Journal of Business Education*, January 1952. Reasons for deficiency. Have students trained to work at a greater rate in order to strive for the salaries they seek.

Audio-Visual Aids

"You Have a Stake in Audio-Visual Aids," by Dana E. Gibson. *Business Education World*, February 1952. Why we should use more audio-visual aids.

"Bulletin Boards for Business Classes," by Vernon A. Musselman. *Business Education World*, November 1952. Principles for preparing and displaying exhibits are given. Specimen exhibits that apply the principles presented are shown.

"Effective Use of Modern Teaching Aids," by R. G. Walters. *Business Education Forum*, January 1952. The advantages of using audio-visual aids. Some of the problems that may be encountered are given.

Basic Business

"Teaching General Business," by Isabella Kellock Coulter. *Business Education*

THE DELTA PI EPSILON SELECTED BIBLIOGRAPHY

Here is a list of outstanding articles in business education for 1952 as selected by nine chapters of Delta Pi Epsilon. Professional books, yearbooks, and complete issues of magazines are not considered in this list. They are omitted because obviously a yearbook devoted to a major aspect of business education should be an important contribution. Likewise, a new book on some phase of methodology in the field of business education should hardly require further bibliographical attention. The following chapters of Delta Pi Epsilon contributed to the creation of this list: Alpha (New York University), Delta (Cincinnati), Theta (Indiana), Kappa (Michigan), Mu (Kentucky), Mu (Tennessee), Rho (Ohio State), Phi (Minnesota), and Lambda (Northwestern).

Usually two chapters were responsible for selecting the outstanding articles for two

months. The judgments were reconciled, and then the entire list was organized and somewhat reduced in number with the aid of a selected jury.

No attempt is made to offer this list as necessarily including all the best articles. The list represents the judgment of classroom teachers as the articles they found of most value. The first annual list for 1951 was published in the May 1952 issue of the *Business Education Forum*, and in the October 1952 issue of the *Journal of Business Education*. This 1952 list should be of equal value.

Ruth Anderson of Texas Christian University is chairman of the committee responsible for selecting the 1953 business education bibliography. It is good to have Dr. Anderson continue the work so well begun by Dr. Musselman and his associates.

DELTA PI EPSILON COMMITTEE

VERNON MUSSELMAN, CHAIRMAN, UNIVERSITY OF KENTUCKY. COMMITTEE MEMBERS: EARL DVORAK, INDIANA UNIVERSITY; MARGARET BELL HUMPHREYS, UNIVERSITY OF KENTUCKY; AND JAMES LLOYD, EAST TENNESSEE STATE COLLEGE.

Forum, March 1952. Use of committee assignments, field trips and outside speakers. Developing an effective business vocabulary and relation textbook study to current business news.

"Complete or Incomplete Teaching," by Bernard H. Defrin. *The Journal of Business Education*, October 1952. Thirteen principles for motivating students.

"The Art of Questioning," by Charles Diegnan. *Business Teacher*, January 1952. The technique of asking questions in the right way at the right time. A list of basic principles.

"Basic Business Classes—Teaching Techniques and Devices," by Ray Heimerl and others. *American Business Education*, October 1952. A list of techniques for teaching various units in basic business.

"Selling the Business Law Course to Students," by Vivian V. Lasater. *The Balance Sheet*, 1952. How to get a business law course started in your school.

"The Great Need: Better Teaching Training in Basic Business," by Marjorie C. McLeod. *Business Education World*, January 1952. The need of qualified teachers in basic business courses.

"Reading, 'Riting, 'Rithmetic . . . and Basic Business," by Willadene Rominger. *The Balance Sheet*, October 1952. The importance of basic business in relation to its students and the community.

"Principle or Mere Illustration?" by David I. Satlow. *American Business Education*, December 1952. What should be taught in a business law course and how it should be taught.

Bookkeeping

"A Dozen Ways to Use Community Resources in Teaching Bookkeeping," by James Gemmell. *Business Education World*, May 1952. How to stimulate the students interest in bookkeeping by the use of community resources.

"The Changing High School Function," by Sidney C. Gould. *The Journal of Business Education*, April 1952. A list of reasons for elementary students passing on to the next grade—suggestions for curriculum improvement—handling slow learners in bookkeeping.

"Methods of Teaching Bookkeeping, 6: What to do About the Reading Problem," by J Marshall Hanna. *Business Education World*, 1952. How to comprehend bookkeeping terms.

"A Review of Research in the Methods and Procedures of Teaching Bookkeeping," by Virgil Herring. *The National Business Education Quarterly*, March 1952. Case studies of various methods and procedures in bookkeeping.

"An Important Divergence Between Current Bookkeeping Education and Modern Bookkeeping Practice," by Albert C. Mosin. *Business Education Forum*, December 1952. Explains the non-closing summarizing technique utilized for interim periods by practicing accountants.

Curriculum

"The Family Tree," by Robert L. Hitch. *The Balance Sheet*, October 1952. An outline of charts showing the relationship that exists between the general field of business education and its several components.

Selected Bibliography

(Continued)

"Three Basic Rules of Teaching," by J. K. Kincaid. *The Balance Sheet*, September 1952. The prerequisites for setting up a program in teaching.

"Business Policies Discovered in a Local Stenographic Survey," by Wilmoth C. Price. *Business Education Forum*, May 1952. The findings of the small and large firms in relations to a stenographer, also, a list of recommendations in regard to practices in an office.

"Patterns of Performance of Most Frequent Clerical Duties," by Elizabeth T. Van Derveer. *The National Business Education Quarterly*, March 1952. Seven classification steps and key points under these classifications and recommendations.

Distributive Education

"Academic Credit for Retail Work Experience," by Beckley and Richards. *The Journal of Business Education*, February 1952. A list of "pros" and "cons."

"Improvement of Instruction in Distributive Education," by Aaron I. Hoffman. *American Business Education*, March 1952. Requirements for teacher certification in distributive education. Teaching group dynamics. Teaching distributive education through correlation.

Office and Secretarial Practice

"A Survey of Twenty Business Firms," by Mrs. Laura L. Brown. *The Balance Sheet*, September 1952. Three tables showing the requirements of office workers and their duties.

"Application Letters—What Employers Prefer," by Leland Brown. *Business Education World*, June 1952. A list of "pros" and "cons" for writing a letter for application. A table showing the employers' preference.

"Methods of Teaching Filing, 7: How to Teach the Finding of Misfiled Material," by Charles B. Hicks. *Business Education World*, March 1952. Techniques for finding misfiled materials.

"Vocational Competence—Your Students' Goal," by Elsie Leffingwell. *The Balance Sheet*, April 1952. Outside business experience and up-to-date methods will help make the transition from the classroom to business office. It is easy for your students.

"Business Policies Relation to Job Classification," by Theodore Woodward. *Business Education Forum*, May 1952. Job descriptions and job classifications. How used by the management to determine jobs or lines of advancement of office employees.

Miscellaneous

"Putting Some Pep and Purpose into Your Business Clubs' Meetings," by Helen H. Green. *Business Education World*, De-

cember 1952. Describes some club meetings that were well planned and where something of interest value happened.

"Build on that Enthusiasm to Attain Acceptable Office Standards," by Lucille Parker Irvine. *Business Education Forum*, November 1952. Explains how a diary of a student's progress and accomplishments can be used to maintain student interest.

"Can We Teach Personality Traits?" by Lillian Starkey. *The Balance Sheet*, November 1952. Gives specific ways to use opportunities at school to help students develop desirable personality traits.

"I Like Our Intern Program Because . . .," by Donald J. Tate. *The Balance Sheet*, November 1952. Gives the advantages of a program where apprentice teachers spend full time in off campus public high schools.

"Delta Pi Epsilon," by Rowena Wellman. *Business Education World*, November 1952. A report describing the history and present activities of Delta Pi Epsilon.

Shorthand

"How I Get My Students to do Their Homework," by Simon A. Duchan. *Business Education World*, October 1952. A list of techniques for motivating students to do homework.

"Dictation in Second Semester," by Estelle L. Popham. *Business Teacher*, May 1952. A plan that may be followed for second semester shorthand.

"Stenographer's Grip," by Archie C. Thomas. *The Journal of Business Education*, November 1952. The best way of holding a pen when taking dictation is illustrated, and its advantages are given.

Typewriting

"Individual Differences in Typewriting," by Robert W. Blume. *Business Education Forum*, May 1952. How to care for slow learners. How to motivate the mature person.

"Teach Thought Typing—From the Start," by Juanita Carter. *The Balance Sheet*, January 1952. A list of general principles and how to motivate the students in thought typewriting.

"The Risk of 'Speed First' in Typing," by Katherine Humphrey. *Business Education World*, September 1952. First, emphasize the technique of typewriting. This is the only way speed and accuracy can be attained.

"Ten Typewriting Questions," by Alan C. Lloyd. *American Business Education*, March 1952. How and what to do with these ten typing questions.

"Teaching the Typewriting Keyboard," by Harves Rahe. *The Journal of Business Education*, May 1952. The "whole" or "part" method approach. Suggestion on teaching the keyboard.

The Business Education Program in the Secondary School

The National Business Education Quarterly. Edited by Hamden L. Forkner, 1949, 176 pages, \$1.00.

This publication describes the characteristics of a good business education program in the secondary school in terms of housing, equipment, and teaching aids; teachers; supervision; selection, guidance, placement, and follow-up; extraclass activities; coordinated work experience; adult evening classes; research; and evaluation of the effectiveness of the teaching in shorthand, typewriting, bookkeeping, basic business, distributive occupations, and clerical practice. It discusses what business education can contribute to general education, vocational competency, and community relationship and how teacher education institutions, the U. S. Office of Education, and state departments of education can cooperate and assist in the development of all phases of business education.

UBEA

1201 16th Street, N. W.
Washington 6, D. C.

The Mountain-Plains News Exchange

Published by Mountain-Plains Business Education Association

Volume I

Spring 1953

Number 2

YOUR 1953 Mountain-Plains Convention Program

WHEN AND WHERE: June 19-21, Estes Park, Colorado

THEME: Effective Business Education

Convention headquarters will be at the YMCA Conference Grounds, adjacent to Rocky Mountain National Park, 68 miles northwest of Denver.

Friday, June 19—8:00 AM OPENING OF REGISTRATION AND EXHIBITS

The 1953 Exhibitors will display the newest textbooks, instructional materials, and office machines.

Friday, June 19—12:30 PM FELLOWSHIP LUNCHEON

Presiding—E. C. McGill, Head, Department of Business Education, Kansas State Teachers College, Emporia; President, MPBEA
INTRODUCTIONS—Guests and state groups
ADDRESS—S. J. Wanous, Chairman, Department of Business Education, University of California, Los Angeles

Friday, June 19—3:00 PM FIRST GENERAL SESSION

Presiding—Clyde I. Blanchard, Head, Department of Business Education, Tulsa University, Tulsa, Oklahoma
EFFECTIVE OFFICE PRACTICE — Madeline S. Strony, Gregg Division, McGraw-Hill Publishing Company, New York City
PROBLEMS IN TEACHING TYPEWRITING—Philip S. Pepe, Remington Rand Inc., New York City
COOPERATIVE TRAINING PROGRAMS—Hamden L. Forkner, Head, Department of Business Education, Teachers College, Columbia University, New York City

Friday, June 19—3:30 PM SECTIONAL MEETINGS

SECTION I—MAKING OFFICE PRACTICE EFFECTIVE—Wyoming's Contribution

The Second Annual Mountain-Plains Convention combines professional growth and a wonderful vacation at minimum cost—\$10.50 for two days' meals and lodging. Family accommodations are available.

Chairman: Margaret Blackler, Laramie High School, Laramie, Wyoming
Resource: Madeline S. Strony

SECTION II—TYPEWRITING ISSUES ON TRIAL— New Mexico's Contribution

Chairman: Vernon Payne, New Mexico, Highlands University, Las Vegas

Resource: Philip S. Pepe

SECTION III—STARTING A PART-TIME COOPERATIVE TRAINING PROGRAM IN YOUR SCHOOL— North Dakota's Contribution

Chairman: Oswald M. Hager, State Supervisor of Business Education, Grand Forks, North Dakota

Resource: Hamden L. Forkner and coordinators attending the meeting

Following the Sectional Meetings—Special visits will be made to the exhibit hall.

Friday, June 19—6:00 PM

CHUCK WAGON DINNER—For all members of the UBEA-MBPEA and their guests

Friday, June 19—8:00 PM SECOND GENERAL SESSION

Nebraska's Contribution
Presiding—Elsie Jevons, University of Nebraska, Lincoln
ADDRESS—Vernon A. Musselman, Head, Department of Business Education, University of Kentucky, Lexington
RECREATION—Square dancing and visiting with friends

Saturday, June 20—7:30 AM

10,000 CLUB BREAKFAST—For all members of the UBEA-MPBEA and guests

Presiding—Hollis Guy, Executive Secretary, United Business Education Association, Washington, D. C.

Saturday, June 20—8:45 AM THIRD GENERAL SESSION

Colorado's Contribution
Presiding—Helen Borland, Head, Department of Business Education, University of Colorado, Boulder

PROBLEMS IN TEACHING SHORTHAND — S. J. Wanous, University of California

GENERAL BUSINESS EDUCATION — Vernon A. Musselman, University of Kentucky

BOOKKEEPING FOR MODERN BUSINESS—John A. Pendery, Office Manager, South-Western Publishing Company, Cincinnati, Ohio

Saturday, June 20—10:30 AM SECTIONAL MEETINGS

SECTION IV—BUILDING SKILL IN SHORTHAND AND TRANSCRIPTION — South Dakota's Contribution

Chairman: Hulda Vaaler, Head, Department of Business Education, University of South Dakota, Vermillion

Resource: S. J. Wanous

SECTION V—GENERAL BUSINESS TRAINING, A MUST FOR GOOD LIVING—Texas' Contribution
Chairman: M. L. Collins, IBM, Dallas, Texas
Resource: Vernon A. Musselman

SECTION VI — BOOKKEEPING INSTRUCTION IN THE HIGH SCHOOL—Oklahoma's Contribution
Chairman: Gerald A. Porter, Head, Department of Business Education, University of Oklahoma, Norman

Resource: John A. Pendery (Continued)

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MPBEA News Exchange

Published for the members of Mountain-Plains Business Education Association, a Region of the United Business Education Association. Editor: DOROTHY L. TRAVIS, Central High School and University of North Dakota, Grand Forks.

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CONVENTION PROGRAM—Continued

Following the Sectional Meetings—Special visits will be made to the exhibit hall.

Saturday, June 20—12:00 Noon

LUNCH—For members of UBEA-MBPEA and their guests

Saturday, June 20—1:30 PM**BUSINESS SECTION**

Presiding—E. C. McGill, MPBEA President

Saturday, June 20—3:00 PM**CLINIC**

Kansas' Contribution

TEACHING ELECTRIC TYPEWRITING—Demonstration and discussion

Saturday, June 20—4:00 PM**RECREATION**

INFORMAL GET TOGETHER—Hiking, tennis, volleyball, ping pong, shuffleboard, riding, or sitting on the porch gazing at the mountain peaks

Saturday, June 20—6:00 PM

DINNER—For all UBEA-MPBEA members and their guests

Presiding—E. C. McGill, MPBEA President

ADDRESS—Hamden L. Forkner, Teachers College, Columbia University

Saturday, June 20—9:00 PM**ENTERTAINMENT**

Chairman—Robert L. Hitch, University of Wyoming, Laramie

Sunday, June 21—6:00 AM

FAREWELL BREAKFAST—For all UBEA-MPBEA members and guests

Sunday, June 21—8:30 AM

SIGHTSEEING—Bus tour of Rocky Mountain National Park

Requests for reservation forms should be addressed to E. C. Archer, Department of Business Education, Colorado State College of Education, Greeley, Colorado.

If you make a reservation and find that you cannot attend the convention, please cancel your reservation with Mr. Archer at the earliest possible date. Give the YMCA Lodge and the other fellow a chance to use the room.

MPBEA-UBEA membership cards presented at the reservation desk upon arrival at the convention will facilitate your registration.

MPBEA CONVENTION COMMITTEE . . . CHAIRMAN—Kenneth J. Hansen, Colorado State College, Greeley; **PUBLICITY**—Ramon P. Heimerl and Rose Farrar, Colorado State College, Greeley; **PROGRAM**—Elsie M. Jevons, University of Nebraska, Lincoln; **REGISTRATION AND HOUSING**—E. C. Archer and Glenn Hill, Colorado State College; **TRANSPORTATION**—Edna D. McCormick, Colorado Woman's College, Denver; **DINNER**—Mildred Hill, Greeley High School; **HOSPITALITY**—George Gatsos, Greeley High School; **ENTERTAINMENT**—Robert L. Hitch, University of Wyoming, Laramie; **EXHIBITS**—Juanita M. Rauch, University of Denver, and Raph Johnson, Colorado State College; and **INFORMATION**—Wallace Reiff, Colorado State College.

ALONG THE TRAIL

We Salute. First, all of the MPBEA members whose names have appeared on the 10,000 Club roster this year. . . Donald J. Tate of Texas Technological College who was elected the secretary of NABTTI for 1953-55. . . F. Wayne House, associate professor of business education at the University of Nebraska, who is the recipient of the Delta Pi Epsilon Research Award for 1951. This award is made in recognition of "the most significant research in business education" each year.

Course of Study Work. Harold Binford and Byron Yale of Western Colorado State College were hosts to a group of Colorado business teachers who are working on a new state course of study. . . Hulda Vaaler, University of South Dakota, urges teachers to attend the conference on July 6-17 for the purpose of revising the South Dakota Business Course of Study.

Professional Meetings. Among MPBEA members attending the Joint Convention of UBEA Divisions in Chicago in February were Hulda Vaaler, University of South Dakota; F.

Wayne House, University of Nebraska; Earl G. Nicks, University of Denver; Helen Borland, University of Colorado; Hugh Barnes, Denver; Kenneth J. Hansen and Ray Heimerl, Colorado State College of Education; Donald Tate, Texas Technological College; Helen M. Howard and Claudia Overland, Ball High School, Galveston, Texas; Clyde Blanchard, University of Tulsa; Earl Clevenger, Norman, Oklahoma; E. C. McGill, Kansas (Emporia) State Teachers College; O. A. Parks, North Dakota School of Forestry; M. Adeline Olson and Dorothy L. Travis, University of North Dakota. . . Zane Hays, Southeastern Junior College, Sterling, Colorado, was elected president of the Eastern Division of the Colorado Business Education Association. . . Among those who met at Kearney, Nebraska, on February 21 to plan a state organization for business teachers of Nebraska and to draft a proposed constitution were Jamesine Bourke of York High School, Robert Place of Kearney, Amber Richards of Norfolk, E. P. Baruth of McCook, Helen Walter of Mitchell, and Leora Washburn of Omaha Technical High School, Omaha. . . Herbert Schimmelpfennig, president of the North Dakota Business Education Association, has called a meeting of the executive committee to make plans for the meeting in October

(Continued on page four)

YOU Have A Stake In Mountain-Plains

THE BUSINESS session for the membership of the MPBEA-UBEA attending the Estes Park convention is of more than passing interest this year. Such important matters as adoption of the constitution in its revised form, consideration of the appropriate place and time to hold the annual convention of the association, and plans for membership expansion will be discussed.

Clyde Blanchard and his committee of state representatives have worked long and hard on formulating a workable constitution which will be placed in the hands of those attending the convention. This draft should be studied carefully so as to insure the adoption of the best possible working guide.

All of us are concerned about the problem of meeting place and time. Much study will be needed on these two problems prior to the convention. Informative reports will be presented at the convention regarding the consensus of opinion of business teachers in the region. Your officers would especially like to receive letters from all of you stating your opinion regarding the best procedure for selecting the meeting place and the best time of year to hold the convention.

Of course, you should be extremely interested in seeing that well-laid plans are developed for expanding the membership of the Associations United. We can only be strong when the

associations represent the professional business education in the region.

We shall be looking for YOU at the Estes Park convention.—E. C. MCGILL, *President*

THE successful planning and organizing of the Mountain-Plains Business Education Association, highlighted by the Denver Conference, was an undertaking of considerable import to the field of business education. Now that MPBEA has come into being and is preparing to celebrate its first birthday, it would be well to analyze what has been done and what should be done.

Although I am very much impressed with the many fine comments that have been made concerning the past activities of our regional organization, I am more concerned about the solving of some of our problems (we have a few) and the future of MPBEA. It would be very helpful, in developing the activities of the organization along the right path, if you would write to our President, or other officers and committee chairmen, outlining any suggestions or comments that you may have. Your officers are making every effort to include you in MPBEA activities. Let us hear from YOU. —VERNON V. PAYNE, *Treasurer*

IT WAS almost a year ago that the Mountain-Plains Business Education Association came into being and stated that its objective would be to improve business education. Surely we have made some progress, for many business teachers all over the United States have commented on the value and importance of our organizational meeting to business teachers individually and collectively.

One of the outcomes of our Mountain-Plains Organization has been a strengthening of our state and local organizations and an awakening on the part of business teachers to the importance and relationship of local, state, and regional organizations. It is my hope that all of our business teachers will become interested in improving business education and that they will see the invaluable results that come from a pooling of efforts and an exchange of ideas.

Our first year has been a most successful one, but there is much that remains to be done. We can do it if we continue to display the professional attitude and cooperative effort that have been so prevalent this past year. I am proud of the progress that is being made by business teachers in the Mountain-Plains area, and I look forward to many more years of pleasant social and professional relationships. I hope to see YOU on June 19-21 at the second annual convention of our association.—EARL G. NICKS, *Vice President*



Longs Peak and Glacier Gorge as seen from Bear Lake.

LOOKING back with MPBEA over less than two years, we have cause for pride in accomplishment. From the dream of a few enthusiastic business educators, and much hard work, we have a working regional organization for business teachers in this nine-state area. We have had a successful first convention, and we can read with interest of plans for a second — Estes Park in June with the best in program presentation, combined with fun in that beautiful western country. We have read with pleasure the first copy of the

MOUNTAIN-PLAINS NEWS EXCHANGE. We know that greater accomplishments are in the future.

Looking ahead with MPBEA, however, we see a challenge to our professional spirit, our responsibility "to promote better business education." As individual teachers we can accept that challenge by being informed and enthusiastic business teachers in the classroom so that our teaching measures up to the demands of business; but, that is not enough. We must see the whole picture—the picture that embraces the local scene, yes, but includes the state association of business teachers, the regional MPBEA, the national UBEA. As members of our profession we must work toward one strong united organization of business teachers for business teachers. MPBEA is important to YOU and for YOU.—HULDA VAALER, *Secretary*

ALONG THE TRAIL—Continued

at Minot. . . Many of the North Dakota colleges preparing business education teachers took their student teachers to Concordia College, Moorhead, Minnesota, for a very successful business education conference on February 20-21. . . Esther Lefler, head of the Business Department of Lincoln (Nebraska) High School, was local conference chairman for the meeting of the Six-State South-Western Regional Conference of Classroom Teachers in Lincoln in February. . . Faye Ricketts of Wichita University attended the School-Secretaries Workshop held at the University of Kansas on March 13-14. . . Arthur Tschetter was in charge of the annual business education workshop at Southern State Teachers College, Springfield, South Dakota, on April 14.

Foreign Travel. Ruth Bach, Washington High School, Sioux Falls, South Dakota, toured European countries last summer. . . Kenneth J. Hansen and his wife, Bea, are planning an extended European tour next year. Ken will be on leave from the State College of Education, Greeley, Colorado. . . Marjorie Baron, Boulder (Colorado) High School, is doing exchange teaching in Scotland this year. A very charming Scottish lass, Theresa Little, is the exchange teacher at Boulder. . . Mr. and Mrs. A. F. Bumpus and Mr. and Mrs. Richard Triplett, College of Business Administration, Denver University, flew to Mexico City for a Christmas vacation.

Here and There. Detailed plans for the Business Department in the new Grand Island (Nebraska) High School building, soon to be under construction, were the work of a committee of business teachers, selected students, and businessmen of the community. Business teachers carrying the major responsibility for the plans were Sidney Eitelbus, Frances Brown, Alberta Frerichs, and Glenna Van Horne. . . Our Texas Newsgatherer, Corine Lamm, became Mrs. Radney L. Ellison in December. Mrs. Ellison is continuing to teach at Greenville Senior High School. . . While our MPBEA Treasurer, Vernon V. Payne, is completing the doctorate requirements at New York University, his address is 459 West 44th Street, New York 36, New York.

Please use this application to renew your own membership or to enter a new membership in MPBEA-UBEA.

THE ASSOCIATIONS UNITED TO PROMOTE BETTER BUSINESS EDUCATION

Yes! I want membership in the United Business Education Association and the Mtn. Plains Business Education Association. Start sending me **Business Education (UBEA) Forum** with the next issue. Remittance of \$_____ is enclosed.

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Make check or money order payable to United Business Education Association, or to Mountain-Plains Business Education Association. Give to State Membership Chairman or mail to Hollis Guy, UBEA Executive Secretary, 1201 Sixteenth Street, N.W. Washington 6, D. C.

Your last year's Forum address (if different from above address).

MEMBERSHIP ROUNDUP

MEMBERSHIP IN MOUNTAIN-PLAINS. It is again our privilege to greet the UBEA members in Mountain-Plains. As usual, we would like to discuss briefly the membership situation in our region.

The remaining months of the 1952-53 school year present a challenge to many of us, and an opportunity, as well. Our region is considerably short of its membership goal. Each of us has a share of the responsibility to assist in any way we can. We shall never again have the opportunity to enroll business education people as charter members of MPBEA. We should stress this point between now and convention time.

Let us look over the membership record as of March 1, 1953. Mountain-Plains has 959 members, which is 74.4 per cent of the 1952-53 goal of 1,287. The breakdown of the states is shown below.

State and Chairman	1952-53 Goal	March 1, 1953
Colorado, Edna D. McCormick	99	182
Kansas, John N. Payne	162	137
Nebraska, Helen Halbersleben	117	98
New Mexico, Floyd W. Kelly	54	47
North Dakota, Alice G. Hansen	63	50
Oklahoma, Robert A. Lowry	171	122
South Dakota, Dorothy H. Hazel	72	73
Texas, Joe R. Peters	522	201
Wyoming, James Zancanella	27	49
Total	1,287	959

It will be noted that two states have reached the quota. Wyoming has nearly doubled its number and Colorado shows a similar percentage. Goals are based on the number of in-service teachers. Several other states are nearing their objective and a spirited effort in the home stretch will make the difference. Then, too, there is no reason to stop membership activity when the goal is reached.

When we meet in the shadow of Longs Peak in scenic Rocky Mountain National Park, let's be "over the top" in the membership count.—O. A. PARKS, *Regional Membership Chairman*.

United Services is a continuous department of the BUSINESS EDUCATION (UBEA) FORUM. Members are urged to share their experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand five hundred words. Manuscripts should be mailed to the editor or associate editor of the appropriate service.

UNITED SERVICES

—SHORTHAND

DOROTHY H. VEON, Editor

MINA H. JOHNSON, Associate Editor

TO SHORTHAND TEACHERS, ESPECIALLY BEGINNERS!

Contributed by Margaret F. Rowe, Howe High School, Indianapolis, Indiana

It is not your age in years that dates you—it is your point of view! While the statement is broadly applicable, here it applies to the thinking of shorthand teachers.

If your point of view dates you, how can you be sure of getting an unprejudiced view of yourself? Three ways come to mind: (1) Through the words and actions of your pupils—in the classroom, in the school but outside of the classroom, and from the graduates seeking your advice and recommendation. (This is sometimes referred to as pupil-teacher relationships.) (2) Through the sympathetic, wise counsel of a successful teacher. (3) From constant self-examination and the desire to improve. The last suggestion is the most important one of the three. There is no state of perfection in teaching; there is but a constant striving toward a state of perfection. A good teacher never reaches and never ceases striving for that goal. Such endeavor is what makes a teacher "good."

Self-Examination

It is never easy to see yourself as others see you, much less be objective in the judgment. However, self-test questions sometimes help in encouraging thinking along the personal line. Have you ever taken the time to think along these lines:

1. You have completed a methods course in shorthand; you have been a cadet teacher. Are you for your "teaching lifetime" going to follow these patterns of teaching slavishly? Or, are you going to contribute some thought to the matter?

2. Do you really *know* the shorthand system which you are teaching? Do you really? How many times do you make notations in your texts to help yourself out of tight spots? Do you have to teach from a key? How many times do your pupils correct you?

3. Is your blackboard (or chalkboard) shorthand correctly written? Is it visible from the back of the room;

in other words, do you "push" on the chalk? Is your shorthand proportionate? Fluently written? In alignment? Placed in readable groups, visible to all pupils? If you need to practice writing shorthand on the blackboard, do you?

4. Do you let the pupils do the spelling, reciting, reading, prompting, and writing in your shorthand classes? Do you believe that pupils learn better and faster by "doing"? Have you ever thought of valuing your words like silver dollars? Do you spend them too freely? Or, do you spend them sparingly? Do not talk so much!

5. Apropos of this thought, do you repeat everything the pupils say? Do they speak loudly enough, distinctly enough, correctly? If so, why repeat it? If not, and the statement must be repeated, why not ask another pupil to repeat?

6. Do you have pet phrases which you overwork? Do you know that a little variety in choice of words is an attention-getting device?

7. Are you "wedded" to a shorthand textbook? Are you afraid to bring in extraneous matter—job experience, discussion of word source, correct pronunciation or definition, pertinent humor, clipping or cartoon—because such presentation might interrupt the usual class procedure?

8. Are you enthusiastic about teaching shorthand? If you are not, is not your teaching likely to become mechanical and a chore? Will your pupils lack interest, too?

9. When putting shorthand outlines on the blackboard for drill purposes, do you "upstage" the blackboard by distracting smiles, mouthing of letters and words, nodding of head and other sounds and motions which distract the pupils' attention from the outlines?

10. When you leave the room at the end of class, is the blackboard erased? You expect good housekeeping from your pupils. Should you not set an example?

11. Could you before each class each day (just before you step into the classroom) enumerate briefly just what you hope to accomplish that period in furthering

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UNITED SERVICES

TYPEWRITING

JOHN L. ROWE, Editor
DOROTHY TRAVIS, Associate Editor

STORAGE OF SUPPLIES FOR THE TYPEWRITING CLASSROOM

Contributed by Juanita E. Carter, University of Washington, Seattle

Physical layout, equipment, and supplies—that's usually the order in which one refers to the planning of a business education classroom. True, the physical layout is of utmost importance. It has to be. The layout should conform to the job the business education department is trying to do, the size of the school, and the enrollment in the department. Equipment always receives considerable thought because those typewriters, desks, and chairs represent a large investment. And so physical layout and equipment of the typewriting classroom seem foremost in every administrator's and teacher's mind. That is as it should be. But how about the supplies? How much consideration is given to the storage and the handling of supplies? This, too, is of prime importance.

At the outset, the basic supplies to be housed and handled should be named. These may be classified as student, class, and teacher supplies.

Student	Class	Teacher
Textbook	Paper Cutter	Stop Watch or Timer
Copy Holder	Hole Punch	Cleaning Materials
Paper	Dictionary	Type Cleaner
Regular and	Stapling Machine	Type Brushes
Legal	Scissors	Machine Brushes
First and Second		Dust Cloths
Sheets		Oil
Carbon Paper		Ribbons
Envelopes		Minor Repair Tools
Cards		Desk Trays
Eraser		Chalk
Eraser Shield		

To a great extent this matter of supplies has been an adjustable item because of the individual school set-up. The storage and handling of supplies have been and are dependent on many factors. Chief among these factors are the consideration of the physical plan of the room; the kind of equipment—does each pupil have a desk of his own, or are there typewriting tables to accommodate one, two, or three pupils? Is there storage space? Is it available within the room? Is it built-in? Is there a central supply cabinet for the department? And how about student supplies. Does the school furnish them, or does the pupil provide his own?

Adequate Physical Layout

An adequate physical layout makes the storage job a simple matter. However, we cannot assume that this is the rule. Let's face it—the ideal physical set-up of the classroom exists in too few instances. Twenty to thirty

square feet for each student, a desk for each, built-in storage space—excellent! Would that this were the case in every typewriting classroom, but it just isn't. So let's adapt the supply problem to our particular classroom.

If each student has a drop-head desk, few problems arise. The slanting shelves are available for production work. An arrangement for the drawer space can be made on a class basis—first period class, first drawer; second period, second; and the like. If it is to be a community desk, material for production work could go in the first drawer, general supplies in the second, and the cleaning supplies in the third.

If typewriter tables are used, a shelf (three to four inches from the top of the table) could be built underneath each table. The shelf made of two or three narrow boards could accommodate books and papers not being used. Another answer to the problem of storage of students' books and supplies would be a ledge at the bottom of each straight chair.

Built-in Storage Space

Built-in storage space is the answer to a typewriting teacher's prayer. If this is the case, supplementary material, reference books, timed writings, ribbons, cleaning equipment, and minor repair equipment can be arranged neatly on the shelves.

Many times teacher and class must share a filing cabinet. The teacher's supplementary material may be placed in the top drawer, student folders in the second drawer, and class supplies in the third drawer.

The usual placement of class-use materials (paper cutter, hole punch, stapling machine) is on a work table. They are out of the way, but still close at hand when needed.

Schools too small to offer office practice may teach some of that course content in the typewriting classroom. For instance, if duplicating machines are used in advanced typewriting, the best placement for this equipment and the accompanying supplies (paper, ink, carbon, stencils, correction fluid, styli, and slip sheets) is in the back of the room.

Pupil Supplies

If no lockers are available, a plan which some teachers have found successful is to suggest that each person obtain an expanding envelope at least 9 inches by 14 inches in size for storing his supplies. A steel cabinet with adjustable shelves, a shelf for each class period, is adequate for storing these envelopes in the classroom.

If the school furnishes the books, no special space is needed for them and the copyholders. They may remain

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HARRY HUFFMAN, Editor
FRED C. ARCHER, Associate Editor

IT'S YOUR JOB—YOU'RE RESPONSIBLE

*Contributed by George P. Frakes and Wayne E. Johnson,
West Contra Costa Junior College, Richmond, California*

Would you like to hear employers say, "We know that when a student is recommended to us for job placement from your school, we can put him right to work." That is the goal that business educators have set for themselves at West Contra Costa Junior College.

To accomplish this goal we are developing procedures and techniques in cooperation with businessmen and employers in the community. Fundamentally, there are two distinct fields of accounting instruction: (1) applied accounting for terminal students and (2) accounting principles for students planning to transfer to a four-year college or university.

Applied Accounting

In this field two general areas have been outlined: (1) accounting for specific vocations and (2) accounting for those entering the business world as accounting clerks, bookkeepers, bank clerks, and general clerks.

Realizing that eighty-five to ninety per cent of the students enrolled in business education courses at the College are terminal—pursuing a course of instruction two years or less in length—it was decided that everything must be done to prepare our students to handle successfully their first job after leaving their college work. What could the teachers do to reduce the adjustment students must make in transferring from the classroom to the business office? What could be done to develop not only proficiency in the skills and a firm grasp of fundamental knowledges, but also *job-keeping attitudes and habits*?

Accounting for Vocations. This area includes those students preparing to become dental assistants, cosmetologists, garagemen and mechanics, radio technicians, and the like. Accountants? Not in the usual sense, but if they are to be successful, they must have knowledge of sound business practices.

The initial course to be developed is that for dental assistants. Here the aim is to teach them to keep records required for adequate coverage of the doctor's business. They learn basic business procedures, how to receive and account for cash, make disbursements, prepare checks and deposit slips, account for purchases, accounts payable, accounts receivable, how to reconcile the bank statement, maintain depreciation and insurance records, and how to handle investments in the journal. They learn the difference between business expenses and personal deductible and non-deductible expenses.

They are taught the basis of posting to the ledger, and the reasons for this operation, making adjusting entries, closing the books, and preparing the financial statements. They do not actually do this work; that is the responsibility of the accountant or auditor retained by the dentist. But they do learn to analyze the doctor's transactions with an eye to keeping correct and complete financial records. They are shown that to the extent they handle the doctor's books, they have a distinct responsibility to protect him from inaccurate bookkeeping and to assist him and his accountant by *knowing* what they are doing.

To accomplish these goals, we developed a completely new practice set, based upon transactions for a complete year beginning with day-to-day transactions for January, a summary of transactions for February to November, and another day-to-day month of December. "Normal" transactions are included in a quantity sufficient to develop proficiency in handling them. In addition, transactions not normally handled by the assistants are included to develop the ability to discriminate and make proper decisions.

It is planned that accounting sets will be developed for cosmetologists, dressmakers, and in other vocational fields, where the emphasis, again, will be to develop a sound basis of accounting knowledge that will help them in their business rather than preparing them to be accountants.

Accounting for Employment. For students who plan to enter the business field as accounting clerks or bookkeepers, we have developed what is believed to be a unique approach. From the first day the students enter the classroom, they are encouraged to approach their work from the standpoint of "You've got a job. You're responsible!" They are not "students"; they are "employees of Associated Merchandisers," a four-department retail store, selling automobile supplies, furniture, apparel, and general merchandise. Three levels of instruction are provided: (1) the basic course where the students are "trainees" preparing for a job; (2) the second level where the "trainees" are doing the work of specialized accounting clerks learning to be general accountants and to assume responsibility and authority; and (3) the level of supervisory general accounting.

In the basic course, the students are considered as trainees for jobs in the "company." They have outlined to them the actual on-the-job duties they will be expected to accomplish in the succeeding course and their responsibilities as employees of "Associated Merchandisers." They study the theory of debit and credit, the accounting equation, the bookkeeping cycle, journalizing, posting,

UNITED SERVICES

BOOKKEEPING AND ACCOUNTING

adjusting and closing the books, preparing the work sheet, balance sheet, and profit and loss statements for single proprietorships and partnerships.

Problems are assigned, discussion and lectures presented, tests given, criticism and praise administered not for the obvious purpose of grading but to help the students understand the work they are doing and will do. Grades for college credit are assigned from a continuous evaluation of their progress, attitudes, and value as prospective employees of the company. It is surprising how the students respond to this approach to grading. They are learning to *get a job* with the company and *hold it*—not merely to secure a grade.

The second instructional period builds upon this basic knowledge and attitude in three class hours of instruction, covering theory and principles, and four hours of laboratory work. Both the theory and the laboratory work are based on the daily transactions of the business for October, November, and December, thus there is built up a continuum of experiences and attitudes.

There is no "practice set" in the usual sense. Here another unique technique has been devised. Accounting forms, ledger and journal binders, and other records and supplies, including vendors' catalogs, normally used in real business are furnished as a part of the course. Instead of the student employees working on a "practice set" of their own, they work with and in records belonging to the "company." Their work becomes a permanent record to be used by others who follow, either in a similar position or on the third level. There is no "right way" or "right answer." The students are encouraged to develop their powers of reasoning and judgment based upon their knowledge and experience. If a proper solution cannot then be reached, they are encouraged to discuss the problem with their associates and, as a last resort, with the instructor.

They are also encouraged to use modern labor-saving devices and equipment such as bookkeeping machines, calculators, adding machines, typewriters, and multiple entry devices. Where a student has not received formal instruction in the use of machines, he learns how "on the job." Invoices and checks cannot be written out in long hand; they must be typewritten, even if that means using an open-face keyboard typewriter. Daily machine tape proofs must be made of all journals and subsidiary ledger postings. Purchase and sales invoices must be proved by machine. All banking transactions are reflected in statements prepared on bank bookkeeping machines. Faced with such "true to life" situations, the students are highly motivated to learn at least operational use of office machines found in their kind of jobs.

Evaluation is continuous, based upon the students' progress, attitudes, and value as employees. In addition, adjustments are made for individual differences by

frank, business-like attitudes between the students and the instructor. Failure to do a job satisfactorily may result in "demotion"; ability to assume responsibility is rewarded by "promotion" to a more responsible job and delegation of supervisory duties. Again, the students are more interested in learning to do a good job, make efficient use of their time, and win promotion than to get a grade. Although the course is designed to give them three hours of theory per week and four hours of laboratory work, most students put in two, three, or more hours of "overtime" each week. They do it not because they must to get a "good grade" but because "they've got a job. They are responsible!"

A third level is planned to start at the point where the intermediate course terminates. The students will do work roughly corresponding to that of general or supervising accountants. They will close the books for the year, prepare and analyze financial statements, conduct internal audits of the company's books, and direct the policies and procedures of the business.

Accounting Principles

What is being done for the other ten to fifteen per cent of the students? Here the problem is decidedly different from that of the terminal students. The ever-hanging shadow of acceptance or rejection of the students' transfer credits by a four-year institution had to be reckoned with. Hence, no great departure from the recognized conduct of the course could be undertaken—no new course could be developed to satisfy the students' particular requirements other than their interest in the standard first-year college or university accounting course.

However, improvements have been made over the traditional methods generally found in such courses. First, two important considerations have been added to the criteria for selection of texts: brevity (though permitting complete coverage of the work) and a wealth of varied problem material.

Next, it was recognized that proper attitudes and work procedures are gained from doing actual accounting problems rather than from listening to an instructor lecture, describe, or cajole. Therefore, lectures are kept to a minimum sufficient for complete understanding of the subject. Problems of the customary laboratory length are always worked in the classroom by the students as a group *with the instructor*. The course is kept timely by the introduction of problems selected from current business magazines, newspapers, and business reports involving actual accounting problems.

Then, an assignment for laboratory and home work is given the students. This work often contains twice the normal amount of problem work. As the students will be doing when they finish their formal school work, so are

(Continued on page 39)

LEWIS R. TOLL, Editor
MARY BELL, Associate Editor

INDIVIDUALIZING INSTRUCTION IN DISTRIBUTIVE OCCUPATIONS WITH PERIODICALS

Contributed by Robert T. Stickler, Proviso Township High School, Maywood, Illinois

Retailing magazines augment textbooks and audio-visual aids with vital, up-to-date information which is tailor-made for individualized teaching in specialized lines of merchandising. For example, in *Hardware Age*, the mechanically inclined lad can learn about bolts and hammers while the teen-age coed studies fashion-apparel merchandising from *Womens Wear Daily*.

The suggestions herein stem from a decade of experience with a cooperative part-time distributive occupations program of a large high school, a program which is operated under the federal regulations of the vocational distributive education enactments. They are adaptable, however, to non-reimbursable teaching of distributive occupations (selling, retailing, etc.) in even the smallest school. "Vocational" refers to the senior-year cooperative program whose trainees must work in distributive occupations; "pre-vocational" applies to the junior-year, one-period preparatory class open to students who have not obtained employment. Many of the students of the class, however, do work part-time during the peak seasons of the year.

In the senior vocational program, specific training is emphasized during the last half of the two-hour class session. As part of this "specific" hour, each trainee must read at least one article daily from magazines of his field of employment. A grocery trainee consults *National Grocers Bulletin*, *Successful Grocer* and—especially if employed by a food chain—*Chain Store Age*, *Grocery Edition* (loaned by his training station); a dime-store salesgirl also reads *Chain Store Age* (the Variety Edition) and, in addition, the *Variety Store Merchandiser*; and a department-store employee across the classroom refers to *Department Store Economist* and *Stores*. All students inspect *Display World* for display ideas even though this magazine deals largely with the department store and apparel fields.

During the second semester of the junior, pre-vocational class each student makes a rather intensive investigation of one line of retailing, using articles from several magazines in the trade. To provide a basis for the choice of one line of retailing the students are required during the first semester to inquire into many retailing trades by reading every trade publication available.

To encourage initiative, students are not assigned

specific articles—although appropriate ones may be suggested.

Each week in the vocational class thirty minutes on Tuesday and Thursday is earmarked for oral reports and group discussion of trade journal reports. References to trade periodicals also crop up naturally in other class activities. Pre-vocational students report orally each Monday on reading and employment. An employed pre-vocational student need submit but one magazine article weekly.

Both vocational and pre-vocational students of distributive occupations must prepare a written report on each article read even though there is not enough class time for oral reports. At the beginning of each written report they list the usual bibliographical information—author (if given), article title, periodical name, issue date and pages—to promote systematic reference and preparation. This saves a busy teacher-coordinator time in checking sources when evaluating reports. The report contains a paragraph summarizing the information in the article. Students are encouraged to select ideas and express them in their own words rather than paraphrase or copy to make a lengthy report.

For maximum availability, magazines are kept in the distributive occupations' classroom laboratory on a self-service basis. Reading is done during the study portion of the one-hour class period. Magazines are rarely taken out of the room because a lost copy would deprive all classes of its use while a replacement was ordered—if a replacement were obtainable.

Even though the small business education department can afford *Business Week* or *Nation's Business*, many of the trade periodicals are too expensive for the budget of the small school. Even the School of Retailing in many large universities cannot subscribe to all the distributive occupations publications. Some publishers will send schools back copies or samples of publications which are too specialized to warrant subscriptions with taxpayers' money. Trade associations often send their bulletins for the asking, as may the business research bureaus of state university colleges of commerce. But the inexpensive source of trade magazines is the trade itself. Most merchants receive at least one publication in their special field and willingly contribute last month's copies to the school instead of the wastebasket. It is good public relations to have students or trainees ask for periodicals, because employers are overjoyed when part-time employees show so much job interest.

Sometime during the year any business education instructor can visit a library which owns N. W. Ayer and Sons' *Directory of Newspapers and Periodicals*. In the

UNITED SERVICES

TEACHING AIDS

subject index magazines are listed by trade classifications. Circulation figures are given indicating the relative popularity of competitors in a field, and subscription prices are shown. Publications with controlled circulations are usually available to schools at nominal sums. Cross-checking with the geographical index will point to the magazines which are published in your area. A bakery magazine published in Chicago might be more pertinent for a midwest trainee, while one distributed from New York would have more local information for a down-east bakeshop salesgirl.

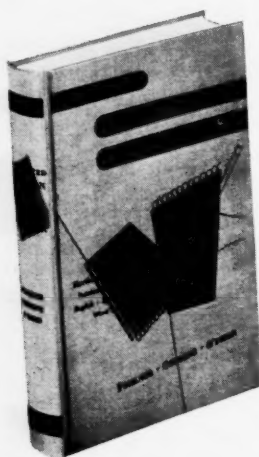
The publications listed at the end of this article were taken from the Ayer directory. The first half-dozen titles pertain to the commonest types of stores and merchandise. The remaining titles—such as those dealing in lumber and building materials, florists and electrical supplies—represent sources for individualized training in oft-neglected fields where hidden opportunities exist. Too long we have limited our educational materials to the grocery, the five-and-ten, and the department store. Through trade periodicals we can come nearer to giving all trainees custom-made instruction in their particular distributive occupation.

DISTRIBUTIVE OCCUPATIONS PERIODICALS

Name	Publisher	Subscription Price
Chain Store Age (Administrative Edition)	Lebhar-Friedman Publications, Inc. 185 Madison Ave., New York 16	\$3.00
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(Continued on page 40)

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DOES YOUR SCHOOL OFFER COURSES IN OFFICE MACHINES?

Contributed by Roy O. Hunter, Indiana State Teachers College, Terre Haute, Indiana

There is a growing demand for information about a course which will acquaint the student with the machines he will encounter in the business office. The course or courses needed, the demand for such preparation in the community, a survey of what graduates are doing, the size of the school, and many other factors must be taken into consideration in an attempt to answer the demand. In teaching office machines skills, as in the teaching of any other subject, objectives must be defined. These objectives may be confined to the attainment of a skill on one or on several machines. There are many types of office machines and many different plans for teaching them. Two plans which are recognized as outstanding are the general acquaintance plan and the proficiency plan.

In the larger schools it is more practical to use the proficiency plan. Equipment cost is one of the big problems to face in establishing the course. If thorough training is to be given to all on the many different machines and the number of students is small, the per capita cost of such instruction is high. Then, too, larger schools are usually found in the larger industrial centers where the student is able to go directly into a position.

Since there are so many different makes of machines the general acquaintance plan has certain advantages. The office worker is not likely to spend all his time at one task, especially in the smaller offices. The bookkeeper will probably use an adding or calculating machine as well as a bookkeeping machine. The stenographer will be called upon to use the adding and calculating machine as well as dictating machines, addressograph, mimeograph, and perhaps other simple office machines. It would be impossible to give thorough preparation on all of these without sacrificing some other needed experience.

Because equipment cost is a major factor, no machine should be purchased without giving serious consideration to its final use in accomplishing the desired objective. The teacher of office machines is fortunate to have the cooperation of the machine companies. However, sales people cannot be expected to formulate the objectives of the course.

There are at least several major groups of office machines. It is advisable to purchase at least one machine in each group. A rotation plan should be worked out for the office machines class. This keeps all machines in operation nearly all of the time and provides a maximum amount of acquaintance with a minimum of expenditure.

The use of office machines in the business department makes other courses mean more to the student. For example, business arithmetic can be more meaningful and more interesting if an adding machine or a calculating machine is used. Many students hesitate to do routine mental tasks in arithmetic but are fascinated by machine calculations. A voice-recording machine makes the typist aware of the need for speed, accuracy, spelling, and punctuation. A knowledge of these machines does not necessarily mean that shorthand is not of value to those who use the machines, they do the same thing in just a little different way. It should be remembered that machine teaching should not require motivation. Motivation is in the machines if the student and teacher are working together for the best results.

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TEACHING FOR CONCEPTS, ABILITIES, AND UNDERSTANDINGS IN BASIC BUSINESS

Contributed by Geraldine B. Ebert, University of Oklahoma, Norman, Oklahoma*

The industrial growth of our nation has made immense changes in the lives of our people. Mass production, rapid transportation and communication, and modern methods of distribution have increased the pace and intensified the problems of our economic life. Preparation for adult life today is the responsibility of the public school system, and because such a large percent of the youth of our nation drop out of school before completing or upon completing high school, the task falls to the secondary school.

Regardless of the occupation or profession a pupil chooses, he must be able to make wise decisions in regard to his own everyday business activities. He will meet varied problems as a consumer; he will buy insurance protection; he will negotiate transactions with banks; he will buy or rent property; he will pay taxes; and, if he is a normal person, he will enter into many other contractual relationships of a business nature. So that the majority of the pupils will receive an opportunity to develop socio-economic and consumer-business competencies, it is necessary to offer subjects in the secondary school to meet these needs. Basic business subjects, such as general business and consumer problems, provide educational experiences by means of which all individuals can more effectively adjust to their business environment.

In order for the student to gain the concepts, abilities, and understandings desired, the basic business teacher must use care in selecting the instructional materials for each unit. Facts alone do not enable people to develop concepts and understandings; hence, practical ideas and principles applicable to the experiences of the pupils on their maturity level must be used. Factual information given in the textbook may be memorized and forgotten; therefore, the teacher must utilize supplementary materials in an endeavor to obtain permanent learning results. The textbook may serve as a guide, but the teacher must know the environment of his students and base the content of the basic business subject upon the daily life and activities of the local community. In this way business enterprises in every community can become the source of realistic information.

"Soaking up information" seldom constitutes good learning, especially when a thorough understanding of

business and economic principles is desired. In order to understand the functions of modern business in our society, high school pupils must be given ample opportunity to try out their gradually developing concepts and ideas. The class activities must be planned to give the students opportunities to use the information, abilities, and concepts they are gaining and to expand their interests and understandings. Planned excursions into business enterprises, demonstrations, exhibits, and other vicarious experiences may be used as "try out" opportunities.

All attempts toward developing concepts, abilities, and understandings will be defeated if proper means of evaluation are not utilized. Workbook achievement tests and other published tests cover factual information and will tend to force pupils to memorize facts in order to score high for class marks. To avoid this situation, the business teacher should give these tests at the beginning of a unit of work and should use the test results only as a basis for determining the scope of the instruction in the new unit. Broad means of evaluation are necessary to check all the phases of the individual's progress toward understandings and concepts. A number of techniques should be used to evaluate the work. One method is observation. Through observation the student can be checked on concepts, abilities, understandings, work habits, and personality traits as he takes part in the class activities. Objectively scored tests can be made of problem situations and the pupils' understanding of the problems can be checked by *yes* or *no* answers. Co-operative evaluation by the student and the teacher such as check sheets and progress charts not only indicate progress but also motivate the student to do better work. The value of the written discussion-type test should not be ignored. If care is used to make questions of a problem type that will require analysis and reasoning and not call for mere facts, the discussion test is one of the best means of evaluation. It enables the teacher to check for originality, composition, initiative, organization, discrimination, and judgment.

To make basic business subjects produce the desired results—socio-economic and consumer-business competencies—the content must be made up of "live" community materials that are on the maturity level of the pupils; the classroom procedures must be "live" learning activities; and the evaluation of the subject must determine the concepts, abilities, and understandings that the students have gained. Basic business will then fulfill the needs of the boys and girls and provide the educational experiences needed by all for effective adjustment to their business environment.

*Miss Ebert is a graduate student in business education at the University of Oklahoma.

ERWIN M. KEITHLEY, Editor
FRED C. ARCHER, Associate Editor

THE COOPERATIVE OFFICE TRAINING PROGRAM—BENEFITS DERIVED AND DIFFICULTIES ENCOUNTERED

Contributed by Florence Trakel, Waukesha High School, Waukesha, Wisconsin

During the past three years, the Waukesha (Wisconsin) High School has participated in a cooperative training program with two local business firms—Waukesha Motor Company and the National Advertising Company. The students in the secretarial classes and the clerical students, approximately eighty in number, are eligible during their senior year to work afternoons during two six-week periods. Their programs are so arranged that beginning at the end of the first twelve weeks they may be released for this program and will be paid at the minimum rate of 75 cents an hour. Each student goes through the process of filling out an application blank, appears for an interview, and experiences the same orientation that a new employee in each of the firms does. During the six weeks they are transferred from one department to another so that varied instruction may be secured.

The success of any cooperative education program is dependent upon the interest and cooperation of three groups: the school, including the administration and the entire faculty; the employment community; and the students. A high level of cooperation has developed in our situation through these three media, and we believe that there are many values that can be noted:

1. *The school keeps in contact with changing trends in office procedures.* We are alerted daily by those on the program as to what practices are being followed in the local offices.

2. *We are brought face-to-face with new machines* that are being introduced into the office and that the beginning workers are expected to use on the job. It would be difficult for the school to equip classrooms with the expensive equipment to which the boys and girls are exposed in the training situation.

3. *The classes become familiar with materials used in the office.* No longer do we need to devise "pseudo-materials" or imitation forms to resemble those which will be used in actual practice. Report forms, correspondence for dictation purposes, and other materials that add greatly to the teaching process are supplied for school use. Unlimited quantities of printed forms, multiple carbon forms, extra carbon, copy papers, and letterheads are available for the asking.

4. *Vocabulary lists and actual correspondence enrich the course content.* Office manuals, including glossary

lists and sentence practice, as well as carbon copies of student work give a wealth of usable materials for classroom use.

5. *Students meet with actual office routine.* Situations that would be difficult to reproduce in a classroom are actually encountered by the prospective employee, thereby shortening the instruction period when the student actually embarks upon his first full-time job.

6. *Criticisms of shortcomings in training are evidenced.* Both the students and the employers report on the shortcomings of the students' work. It is often easy in year-after-year routine class work to "slip up" on some important phase of instruction that we might take for granted. (Some might question this point as a value, but we consider it most important.)

7. The school benefits by having an *interested business cooperation* that could not be gained in any other manner. Our mutual problems are better understood, and a common meeting ground is established between the school and the employer.

The students' opinions of the benefits derived can be expressed in the statement of one of the girls on last year's program: "It is a wonderful opportunity for us to gain experience. There is a real situation presented, and advice is given and understood better. It gives me a feeling of security when I can actually produce a letter that will be returned, signed, and ready to be mailed."

The employers' ideas of the value of the program have been expressed by the statement of one: "The *School plus the Employer equals a plus Employee.*"

It would be erroneous to assume that all difficulties in the training program could be ironed out in three short years. Local industries, aside from those already participating, have become interested in enlarging the scope of the program. To enlarge the program would require much more supervision and coordination time, and no provision has been made for that in the school program.

Specifically, the difficulties encountered include the following:

1. *Record work becomes involved.* In a large high school, attendance records, scheduling of programs for the students in an already overcrowded school, and counseling become major problems. Without the complete cooperation of advisers, the office staff, and the teachers involved in supplying the records, much confusion can result.

2. *There is a definite "selling program"* to get teachers in other departments to see the value of the program, especially where it may mean some readjusting in their classes to have the students available for the program. Class sectioning, and scheduling in overcrowded morn-

ing classes often inconveniences other faculty members.

3. Students find that the *lack of study periods* puts an added burden on homework. It is for this reason that we limit the student to two six-week periods of training during the senior year. The strong student, as well as the mediocre one, often finds this lack of study periods a distinct handicap.

The benefits, we feel, far outweigh any difficulties encountered. The faculty, employers, and students look forward each year to starting the program, and find that minor difficulties can usually be solved through mutual cooperation.

From a public-relations point of view, the program has been the means of bringing the school to the attention of not only the local community, but also state groups. It has been the basis of radio programs, a panel presentation before 400 businessmen and teachers on a Business-Education-Industry Day, and a state convention program where both the businessmen and the teachers participated in planning and delivering a presentation explaining the program.

Contributing largely to the success of the program is the fact that the office managers in the industries in which the program is carried out endeavor to help the teachers to help the students to become better potential employees. This is a vital factor in the program.

Shorthand

(Continued from page 29)

the growth of the pupils? Or, are you just meeting your class as per contract?

12. What methods and techniques did you use today in your shorthand classes? Why? Choice of methods and techniques is particularly important in a shorthand class. Do you know why you conduct your class in a specific way at a specific time? Do you constantly ask yourself "why" you are doing as you do? Do you have a good answer?

13. Do your shorthand pupils know for what they are striving? The pupils know the long-time goal, but do you have short-time goals within their reach? And do they know about them? Too many shorthand teachers play games with their students—guessing games! Do you?

14. Do you tell your shorthand class it is "in the groove" in tests, writing speeds, improvement in spelling, and so forth? A little group praise helps!

15. Do you teach by confusion? If you do not know where you are, where you are going, and the why and the how, how can you hope to be helpful to the students who look to you for help and guidance?

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*A cooperative job of
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The new twentieth edition is another example of the steady, determined program which has continued over a period of almost fifty years with the aid of thousands of teachers who have contributed many helpful suggestions. The research that led to this revision revealed that teachers did not want any radical changes, but wanted certain modifications and improvements. The new twentieth edition contains all these refinements which contribute to easier teaching and easier understanding. Many of the old, popular features have been retained, but many new features have been included, such as the early introduction of a four-column journal with special columns for cash. This single feature adds to the practical nature of the book and simplifies the teaching of debits and credits. New columns are gradually added in developing the recording process.

Typewriting

(Continued from page 30)

on the desks. Especially is this desirable if the room is used every period in the day. If all the supplies are furnished, several methods of handling are possible. Two methods that have proved satisfactory are listed below:

1. As each pupil comes into the room, he takes supplies for that period from trays (at the front of the room) containing paper, timed writings, letterheads, carbon paper, etc. As he leaves, he deposits completed work in a designated tray and excess supplies in the proper tray or trays. (This works very satisfactorily at Garfield High School in Seattle.)

2. Teachers taking advantage of a classroom organization of office manager, assistant, supply clerk, and attendance clerk make the distribution of the supplies the responsibility of the supply clerk.

Regardless of whether the students use a desk or a table, furnish their own supplies or receive them from the school, there still must be a system for making the best use of the top surface in assembling material. Stapling manila file folders at the side at one-inch gradations and labeling them first sheets, carbon, second sheets, or whatever the case may be, keeps supplies in order, is compact, and takes up a minimum of table top space.

No set formula can be given for placement of supplies. However, this suggestion can be offered: Take a periodic inventory of the system used to see if it is the best that can be applied to the particular classroom set-up. Put it to the test by trying a different method, then make the necessary adjustments. See what a difference efficient handling of supplies will make in the typewriting classroom!

Bookkeeping

(Continued from page 32)

they doing in their regular classroom work. And though they may not be doing accounting work as a lifetime pursuit, they will have gained sufficient knowledge to intelligently prepare a cost estimate, a departmental budget, maintain an expense account, or to knowingly read a financial statement.

It has always been known that the employed persons using or processing accounting media and data have access to various adding and calculating machines; yet the average classroom is a well-equipped one, indeed, if it has as many as one or two adding machines. The business educators at WCCJC recognized this deficiency and by a simple shifting of rooms made it possible to more nearly meet actual conditions in the business office. The accounting lecture and laboratory room is placed between the calculating machines laboratory and the bookkeeping machines laboratory. Internal doors connecting all three permit direct access to the two machines rooms from the accounting classroom which is equipped with modern instruction tables seating two or three students, yet allowing for the spreading out of the

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customary working papers. Extra blackboards were installed so that complete problems may be shown even though more board space is required than the usual classroom provides.

By this arrangement of rooms, accounting students now have easy access to all of the machines generally found in the machines laboratories. Where the students have not received classroom instruction in the use of the office machines, instruction necessary for minimal operating efficiency is provided by the accounting instructor. The students are encouraged, practically required, to use the machines. This tends to remove much of the common drudgery such as adding columns, taking account balances, totaling worksheets and statements. The students are thus given more time to consider the problem itself rather than spending time searching for errors in arithmetic. They are encouraged to do their work at school where facilities and assistance from the instructor are available when needed.

Thus, the students are provided with an environmental situation approaching that found in business. We believe that the students have not only gained from this method of instruction a firmer grasp of accounting principles and practices, but they have also gained the ability to utilize their time to better advantage by making use of those machines and devices that they will use later if they remain in the business field. They approach

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their problems as an integral part of business rather than an exercise to be used by the instructor for purposes of assigning grades.

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Does it work? This type of program has not been operating long enough to measure its effectiveness on the job, but by applying measurements in business to accomplishment in the classroom it is believed that we are not only developing accounting knowledge but job competence, desirable attitudes and habits, and responsibility. We believe it does and will work because the graduates have jobs. They are responsible!

Modern Teaching Aids

(Continued from page 34)

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Cosmetics and Toiletries	Haire Publishing Co.	2.00
Electrical Merchandising	1170 Broadway, New York 1	
	McGraw-Hill Publishing Co., Inc.	2.00
	330 West 42nd Street, New York 18	
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	Room 1715 Tribune Tower	
	Chicago 11, Illinois	
Gasoline Retailer (service station)	Gasoline Retailer, Inc.	3.00
	480 Lexington Avenue	
	New York 17	
American Independent Baker	American Bakers Publishing Co.	3.00
Apparel Arts (Clothing and furnishings, men's and boys')	2 Broadway, New York 4	
	Apparel Arts	3.00
	65 E. South Water Street	
	Chicago 1, Illinois	
Chicago Apparel Gazette (men's apparel buyers and retailers)	Fairchild Advertising, Inc.	3.00
	8 E. 13th Street, New York 3	
Fountain Service (soda fountains)	Service Publishing Company	5.00
American Restaurant Magazine	386 Fourth Avenue, New York 16	
National Cleaner and Dyer	Patterson Publishing Company	3.00
Building Supply News	5 S. Wabash Avenue, Chicago 3	
National Furniture Review	Reuben H. Donnelly Corporation	3.00
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	Industrial Publications, Inc.	3.00
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	National Retail Furniture Association	3.00
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	National Retail Hardware Association	1.00
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	Indianapolis 4, Indiana	
Florists Telegraph Delivery News	Florists Telegraph Delivery Association	5.00
	209 W. Jackson Blvd., Chicago 6	

KNOW YOUR NATIONAL COUNCIL FOR BUSINESS EDUCATION

The National Council for Business Education is also known as the Executive Board of the United Business Education Association. The original Council was organized in 1933 as the coordinating association for business-teacher organizations. In 1946, the National Council for Business Education merged with the Department of Business Education (organized in 1892) of the National Education Association to form the United Business Education Association.

Council Represents Geographic Regions and Areas of Business Education

The present Council consists of seventeen regional representatives; the president, vice president, and treasurer of UBEA; the presidents of the four UBEA professional divisions—Research Foundation, Administrators Division, National Association of Business Teacher-Training Institutions, and the U. S. Chapter of the International Society for Business Education; and the presidents of unified regional associations—Southern Business Education Association, Western Business Education Association, and Mountain-Plains Business Education Association. The executive secretary and the immediate past-president of UBEA are exofficio members of the Council.

Voting by Mail Ballot

Regional representatives on the Council are elected annually by mail ballot for terms of three years. Nominations are made by a committee composed of one UBEA member from each state. Members of the nominating committee are the presidents or past presidents of affiliated state or local associations, chairmen of the state membership committee, the state director of a unified regional association, or a member of a functioning or coordinating committee. Each member of the nominating committee has the privilege of naming one person within the region for the consideration of the other committee members. All nominees are ranked by the regional committee and the two names receiving the highest number of points are placed on the ballot. Regular and professional members may choose between the nominees or they may write in the name of another member.

Any UBEA member may submit to the Council member nearest him any proposal affecting the policy of the

Association. The Council member will file the proposal with the executive secretary sixty days before the annual meeting. Proposals affecting constitutional changes must be accompanied by twenty-five signatures of regular and professional members. The agenda prepared by the president and executive secretary is submitted to Council members thirty days in advance of regular and special meetings. Important items of business which cannot be held over for regular or special sessions are transacted by mail vote.

Functions of Council

Among the functions of the Council are to: [1] study and act upon policies affecting the Association which may be proposed by any member, [2] carry out the wishes of the Representative Assembly, [3] encourage and assist volunteer workers within the region in directing the activities of the Association, [4] elect the officers of the Association and assist them in dispatching their duties, and [5] promote a dynamic program for better business education on all levels—local, state, regional, and national.

Positions of Leadership

Council members hold strategic positions of leadership and have a special responsibility for advancement of the profession. They do not stand apart from the membership as a mysterious governing body, but are drawn from the membership to work for the membership in carrying out approved programs, promote and conduct needed services, and advance the interests of the profession. Council members are leaders who have not sought the high places, but who have been drafted into service because of their ability and willingness to serve in promoting better business education through UBEA and the affiliated associations.

Know your Council members . . . keep your Council members informed . . . vote in each annual election for the nominees who represent your ideas and ideals in business education. The strength of the Association is directly correlated with the effectiveness of its members in the selection of Council representatives who are sufficiently self-sacrificing to give the necessary time, thought, and study to their duties.

HOLLIS GUY, Executive Secretary
United Business Education Association
Washington, D. C.

UBEA IN ACTION



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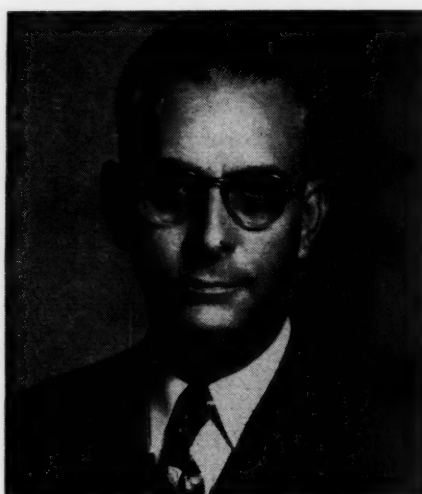
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Columbia Schools (Supr.), Washington
Eastern Region, 1952-55



GEORGE B. PONTZ, Columbia High
School, Maplewood, New Jersey
Eastern Region, 1950-53



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GLADYS PECK, State Department of
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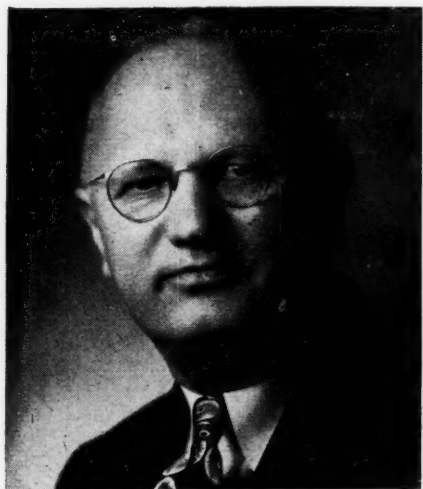
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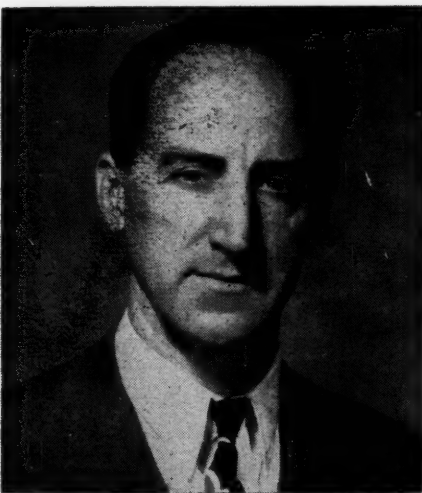
DOROTHY TRAVIS, Central High School, and
University of North Dakota, Grand Forks
Mountain-Plains Region, 1951-54



EVAN M. CROFT, Brigham Young
University, Provo, Utah
WBEA President, 1952-53



PHILLIP B. ASHWORTH, San Diego
Schools (Asst. Supr.) San Diego, Calif.
Western Region, 1952-55



MADISON A. SHERMAN, Chico State
College, Chico, California
Western Region, 1951-54

UBEA IN ACTION



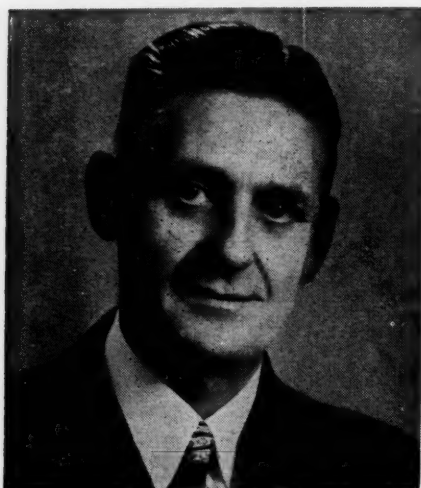
LLOYD V. DOUGLAS, Iowa State
Teachers College, Cedar Falls
Central Region, 1950-53. UBEA Vice-Pres.



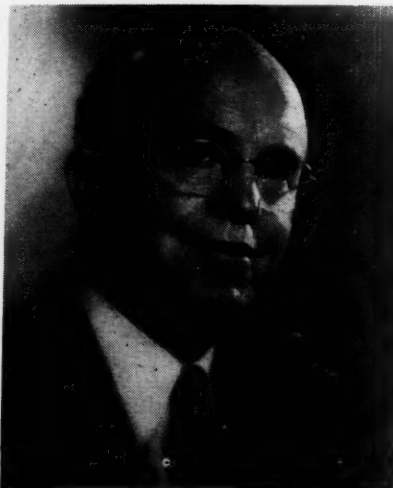
PAUL S. LOMAX, New York
University, New York
UBEA President, 1952-53



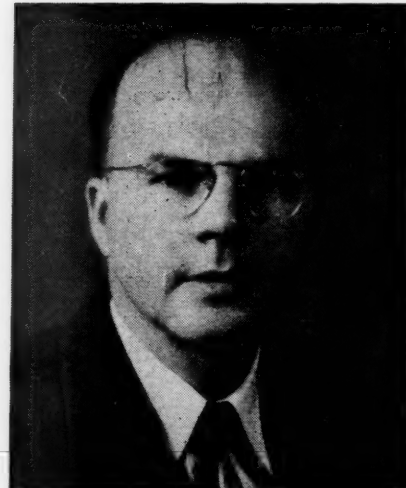
THEODORE YERIAN, Oregon
State College, Corvallis
Western Region, 1950-53. UBEA Treasurer



RAY G. PRICE, University of
Minnesota, Minneapolis
UBEA Past-President, 1951-52



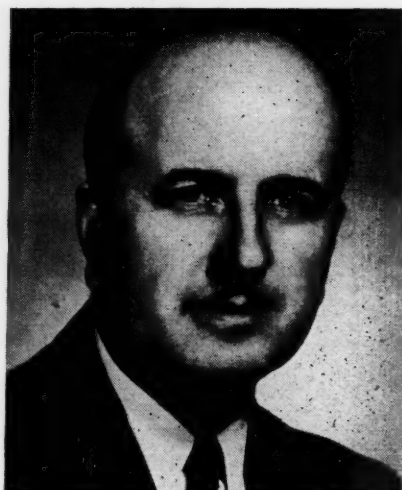
HAMDEN L. FORKNER, Columbia
University, New York
ISBE President, 1951-53



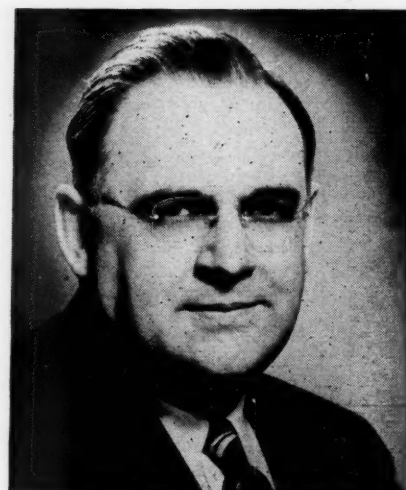
HARRY HUFFMAN, Virginia
Polytechnic Institute, Blacksburg
NABTTI President, 1953-55



HOLLIS GUY, Headquarters
Office, Washington, D. C.
UBEA Executive Secretary



HERMAN G. ENTERLINE, Indiana
University, Bloomington
RESEARCH President, 1951-53



ELVIN S. EYSTER, Indiana
University, Bloomington
ADMINISTRATORS President, 1951-53

UBEA Calendar, 1953

May 25—Last day to mail ballots for election of National Council (UBEA Executive Board) members for respective regions.

May 29-30—Sixth Annual Meeting of the UBEA Representative Assembly, Statler Hotel, Washington, D. C. Affiliated organizations with more than fifty members are entitled to send two delegates to this meeting. All other affiliated organizations may send one delegate. General sessions open to members of UBEA.

Second Annual National Convention of Future Business Leaders of America, Statler Hotel, Washington, D. C.

May 30 to June 1—Regular Annual Meeting of National Council for Business Education, Statler Hotel, Washington, D. C.

June 19-21—Second Annual Convention of the Mountain-Plains Business Education Association, a Region of UBEA, YMCA Lodge, Estes Park, Colorado.

June 29—Annual Fellowship Luncheon of UBEA (Delano Hotel and Cabana Club) and opening session of the Representative Assembly of the National Education Association, Miami Beach, Florida.

July 12—Sixty-first Anniversary of the NEA Department of Business Education (merged with the National Council for Business Education to form UBEA on July 1, 1946.)

July 31—Last day to enroll for charter membership in the Mountain-Plains Business Education Association, a Region of UBEA.

November 26-28—Annual meeting of the Southern Business Education Association, a Region of UBEA, Tutwiler Hotel, Birmingham, Alabama.

Annual Election of Council Members

The constitution of the United Business Education Association provides for the election of members to the National Council for Business Education (UBEA Executive Board) to be conducted annually by mail ballot. In this way each active member of the Association has an opportunity to vote for one of the two candidates named by the nominating committee in his region. One member of the Council is to be elected this month from each of the five regions for the term beginning August 1, 1953 and ending July 31, 1956.

Nominations are made by a committee composed of one UBEA member from

each state who is a president or past-president of an affiliated state or local association, chairman or director of the state membership committee, or a member of the 10,000 Club in those states and territories which do not have an affiliated association.

Each member of the nominating committee has the privilege of naming one person within the region for the consideration of the other committee members. Nominees are ranked by the committee and the two names receiving the highest number of points are placed on the ballot. Regular and professional members may choose between the nominees, or write in the name of another member.



An association is its membership and its program of services. An association is made possible through the dues paid by a large number of persons and the contribution of time and talents of a group of persons who serve as its executive officers, advisors, and representatives—the working force. The persons who aid in expanding the membership of UBEA and its affiliated associations are known as members of the 10,000 Club.

The main objective of the 10,000 Club is an enlarged program of service through the *associations united*. Following careful consideration by leading business educators throughout the nation, membership goals have been established. The current goal of the Club is 10,000 UBEA members before next November and 20,000 members in 1957. With a working membership and an effective organization, both of which are the responsibility of local and state leaders, the goal is attainable.

The Centennial Action Program for Business Education proposes that each member accept the challenge to aid in building a strong profession on all levels—local, state, regional, and national. To this end the names of persons listed in this column have made a good beginning by inviting the active support of their colleagues in formulating and realizing a program of action not only for business education but for the total program of education. We salute the leaders in business education who qualify for membership in the 10,000 Club as this issue of the FORUM goes to press.

You, too, are invited to become a member of the 10,000 Club by lending

NOMINATING COMMITTEE, 1953

Eastern Region

Connecticut—Helen K. D'Apice, Meriden
 Delaware—Hildred Dickerson Keenan, Wilmington
 District of Columbia—Mary McLaughlin, Washington
 Maine—Wayne A. Alston, Portland
 Maryland—L. Blanche Stephens, Towson
 Massachusetts—Lester I. Sluder, Boston
 New Hampshire—J. E. Bronstein, Manchester
 New Jersey—Gilbert Kahn, Newark
 New York—Edward L. Cooper, Albany
 Pennsylvania—Benjamin Kuykendall, Philadelphia
 Rhode Island—Priscilla M. Moulton, Providence

(Continued on next page)

LET'S GO UNITED!

your active support to this important phase of the Centennial Action Program for Business Education. The requirement is reasonable—five memberships for UBEA.

Each month the names of UBEA members who qualify will be entered in the FORUM'S 10,000 Club column.

Eastern Region

NEW YORK Edward L. Cooper Hamden L. Forkner	PUERTO RICO Alicia M. Gonzalez Aida Santiago Rosa V. Villaronga
--	---

PENNSYLVANIA M. G. Coleman	VERMONT Vollen B. Wells
--------------------------------------	-----------------------------------

Southern Region

ALABAMA Lucille Branscomb	MISSISSIPPI Jean K. House
ARKANSAS Getha Pickens	SOUTH CAROLINA Anita McClimon
KENTUCKY Ross Anderson Ross Lowe	WEST VIRGINIA Reed Davis

Central Region

ILLINOIS Lewis Toll John Rowe Hazel Faulkner	WISCONSIN Henry M. Collins Marvin Hauser
--	---

IOWA Lloyd Douglas Virginia Marston	OHIO Harm Harms
--	---------------------------

Mountain-Plains Region

COLORADO Katharine McIntyre Ruth Roberts Harold Binford	LLOYD L. GARRISON Robert Lowry Gerald A. Porter
---	--

KANSAS E. C. McGill	SOUTH DAKOTA Hulda Vaaler
-------------------------------	-------------------------------------

NEBRASKA Helen Halbersleben	TEXAS Joe R. Peters
---------------------------------------	-------------------------------

Western Region

CALIFORNIA LeRoy Bucknell Dana Gibson Mary Sullivan	OREGON Ione Wilson Edwin Hoag Enid Bolton
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IN ACTION

Annual Election (Continued)

Southern Region

Alabama—Margaret Liner, Birmingham
 Arkansas—Alvin Dickinson, Fayetteville
 Florida—Frances Causey, Wauchula
 Georgia—Mary Elizabeth Anthony, Mill-
 edgeville
 Louisiana—Howard M. Norton, Baton Rouge
 Mississippi—Kathleen Carmichael, Clarks-
 dale
 North Carolina—Lois Frazier, Greensboro
 South Carolina—Janette Hellams, Green-
 wood
 Tennessee—Cliffie Spillman, Clarksville
 Virginia—Louise Moses, Norfolk
 West Virginia—Britton Lavender, East Bank

Central Region

Illinois—Hazel V. Faulkner, Arlington
 Heights
 Indiana—Forrest Mayer, Muncie
 Iowa—Marion T. Haahr, Mason City
 Michigan—John M. Trytten, Ann Arbor
 Minnesota—Vida Alexander, Mankato
 Missouri—Vera B. Meyer, St. Louis
 Ohio—Inez R. Wells, Columbus
 Wisconsin—Cecil Beede, Eau Claire

Mountain-Plains Region

Colorado—Earl G. Nicks, Denver
 Kansas—John N. Payne, Hutchinson
 Nebraska—Alfreda Clark, Hastings
 New Mexico—Becky Sharp, Portales
 North Dakota—Herbert Schimmelpfennig,
 Mohall
 Oklahoma—Ida Lee Cook, Holdenville
 South Dakota—Quentin Oleson, Centerville
 Texas—Ruth Fetterman, Dallas
 Wyoming—Margaret Blackler, Laramie

Western Region

Arizona—Edith Haner, Phoenix
 California—McKee Fisk, Fresno
 Idaho—Hazel Mary Roe, Boise
 Montana—Brenda F. Wilson, Missoula
 Nevada—Kathleen Griffin, Reno
 Oregon—Inez Loveless, Eugene
 Utah—Jesse Black, Salt Lake City
 Washington—J. Tremaine McGinty, Kirk-
 land

The 1953 ballots will be mailed to UBEA regular and professional members about April 10. Envelopes marked "bal-
 lot" will not be opened until received by the official counting committee appointed by President Lomax. These ballots should be marked and returned to headquarters office before May 25. The names of elected members will be released at the Wash-
 ington meeting of the Representative As-
 sembly.

Council members are the potential offi-
 cers of the Association. Therefore, the
 name you mark may be your future pres-
 ident. Vote for the candidate whose pro-
 fessional ideas represent your own.

Important to Members

A topic of interest to all business teach-
 ers, "The Improvement of Business Edu-
 cation in the Light of Good Office Stand-
 ards," will be featured in the May issue
 of the **BUSINESS EDUCATION FORUM**.
 If your address after May 10, 1953, will
 be different from the one at which this
 issue was delivered, please file the **Post
 Office Department Change of Address
 Form 22** with your postmaster to assure
 that your copy of the **FORUM** will be for-
 warding to you.

Publication of the **FORUM** will be sus-
 pended, as usual, from June through Sep-
 tember.

NBET Program

April, May, and June are the months
 designated for giving the National Busi-
 ness Entrance Tests in the various testing
 centers sponsored by the UBEA-NOMA
 Joint Committee on Tests.

Any school or group of schools wishing
 to participate in the testing program
 should communicate with the Joint Com-
 mittee on Tests, 132 West Chelton Ave-
 nue, Philadelphia 44, Pennsylvania, con-
 cerning how they may use the facilities
 now available through present testing
 centers, or how to establish a center if
 one is not now operating in the vicinity.

During the past school year, tests cen-
 ters were in operation in the following
 cities either under the direction of lead-
 ing business educators or a cooperative
 committee of business educators and
 businessmen: *Alabama*—University; *Ariz-
 ona*—Phoenix; *California*—Bakers-
 field, Lodi, Long Beach, Los Angeles,
 Sacramento, San Diego; *Colorado*—Den-
 ver; *Connecticut*—New Britain, Nor-
 walk; *Delaware*—Wilmington; *Florida*
 —Miami; *Georgia*—Atlanta; *Hawaii*—
 Honolulu; *Indiana*—Evansville, Indian-
 apolis; *Illinois*—Chicago; *Iowa*—Clin-
 ton; *Kansas*—Kansas City, Topeka;
Kentucky—Lexington, Louisville; *Mass-
 achusetts*—Dedham, Fitchburg, North
 Dartmouth, Reading, Roxbury, Salem,
 Weston; *Michigan*—Detroit, Wyandotte;
Missouri—Kansas City; *Montana*—Boze-
 man; *New Jersey*—East Orange, Pauls-
 boro, Trenton; *New Mexico*—Silver City;
New York—Albany, Binghamton, Buf-
 falo, Lockport, Saratoga Springs, South
 Glens Falls, Syracuse; *North Carolina*—
 Gastonia, Greensboro; *Ohio*—Bowling
 Green, Cleveland, Columbus, Findlay, Ot-
 tawa, Oxford, Toledo, Willoughby; *Okla-
 homa*—Oklahoma City; *Pennsylvania*—
 Ardmore, Boothwyn, Philadelphia, Vil-
 lanova, York; *South Carolina*—Green-

ville; *Tennessee*—Nashville; *Texas*—
 Beaumont, Dallas; *Virginia*—Harrison-
 burg, Richmond; *Wisconsin*—Madison,
 Milwaukee, Waukesha, West Allis; and
Canada—London, Regina, Victoria.

In cooperation with the Joint Commit-
 tee on Tests, UBEA has appointed con-
 sultants who will work closely with the
 local chapters of the National Office Man-
 agement Association in an effort to make
 increased and more efficient use of the
 National Business Entrance Tests, and
 to study the results so that recommenda-
 tions can be made for improving future
 series. UBEA members who are now
 serving as consultants are:

Arizona—Irvine H. Forkner, Phoenix;
California—John N. Given, Los Angeles;
 Phillip B. Ashworth, San Diego; R. Earl
 Thompson, San Francisco; Colorado—
 Earl G. Nicks, Denver; Connecticut—
 Paul M. Boynton, Hartford; District of
 Columbia—Arthur S. Patrick, Washing-
 ton; Florida—Edna M. Harwell, Jack-
 sonville; Georgia—Parker Liles, Atlan-
 ta; Hawaii—Frank C. Rapozo, Hono-
 lulu; Idaho—Hazel Mary Roe, Boise;
 Illinois—Edith C. Sidney, Chicago;
 Gladys E. Day, Moline; Indiana—Dean
 Long, Evansville; Elwood Miller, Indian-
 apolis; Louisiana—Beulah Levy, New
 Orleans; Maryland—Edward H. Gold-
 stein, Baltimore; Massachusetts—C. Isa-
 bel McNulty, Worcester; Minnesota—
 Donald Beattie, Minneapolis; Missouri—
 L. H. Diekroeger, St. Louis; Nebraska—
 F. W. House, Lincoln; Mildred C.
 Blair, Omaha; New Jersey—Fred R.
 Profeta, Newark; New York—Milton
 Olson, Albany; Bernard A. Shilt, Buf-
 falo; Ethel S. Abbott, Rochester; O.
 Richard Wessels, Syracuse; North Caro-
 lina—M. O. Kirkpatrick, Charlotte;
 Vance T. Littlejohn, Greensboro; Mar-
 tha F. Hill, Raleigh; Ohio—Paul S.
 Smith, Akron; Robert E. Kriegbaum,
 Dayton; Oklahoma—Noba E. French,
 Oklahoma City; Clyde I. Blanchard,
 Tulsa; Oregon—Claudia Cleveland,
 Portland; Pennsylvania—John R. Hau-
 bert, Harrisburg; George W. Anderson,
 Pittsburgh; Mary Claire Meehan, Seran-
 ton; S. Gordon Rudy, York; South Caro-
 lina—Rita Polk Heape, Greenville;
 Tennessee—R. W. Jennings, Memphis;
 Theodore Woodward, Nashville; Texas—
 Virginia Baker Long, Dallas; Gladys S.
 Bowman, Fort Worth; Utah—Jesse R.
 Black, Salt Lake City; Washington—
 Margaret Ann Linnan, Pullman; Mar-
 garet E. Muir, Yakima; West Virginia—
 Irene Clark Evans, Huntington; and
 C. A. Danford, Wheeling.

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

Affiliated Associations

Akron Business Education Association (Merged with Cleveland Area)
Alabama Business Education Association
Arizona Business Educators' Association
Arkansas Education Association, Business Section
California Business Education Association
Chicago Area Business Educators' Association
Colorado Education Association, Commercial Section
Connecticut Business Educators' Association
Delaware Commercial Teachers Association
Florida Business Education Association
Georgia Business Education Association
Greater Houston Business Education Association
Idaho Business Education Association
Illinois Business Education Association
Indiana State Teachers Association, Business Education Section
Inland Empire Commercial Teachers Association
Iowa Business Teachers Association
Kansas Business Teachers Association
Kentucky Business Education Association
Louisiana Business Education Association
Maryland Business Education Association
Minnesota Business Education Association
Mississippi Business Education Association
Missouri State Teachers Association, Business Education Section
Montana Business Education Association
Nebraska State Education Association, District I and District IV Business Education Sections
New Hampshire Business Educators' Association
New Jersey Business Education Association
New Mexico Business Education Association
North Carolina Education Association, Dept. of Business Education
North Dakota Business Education Association
Ohio Business Teachers Association
Oklahoma Commercial Teachers Federation
Oregon Business Education Association
Pennsylvania Business Educators Association
Philadelphia Business Teachers Association
St. Louis Area Business Education Association
South Carolina Business Education Association
South Dakota Commercial Teachers Association
Tennessee Business Education Association
Texas State Teachers Association, Business Education Section
Tri-State Business Education Association
Utah Education Association, Business Education Section
Virginia Business Education Association
Washington, Western Commercial Teachers Association
West Virginia Education Association, Business Education Section
Wisconsin Business Education Association
Wyoming Business Education Association

SOUTHERN REGION

Z. S. DICKERSON, JR., *News Editor*

North Carolina

The Department of Business Education of the North Carolina Education Association held its annual luncheon meeting on Friday, March 27, in Asheville. Lois Frazier, of The Woman's College of the University of North Carolina, Greensboro, presided over the business session at which time a decision was reached that the program on both the state and district levels for the next year will center around the theme of "Standards for Job Training."

Vance T. Littlejohn, head of the Department of Business Education of The Woman's College of the University of North Carolina, delivered an inspiring address on "Challenges to the Department of Business Education of the North Carolina Education Association." An interesting discussion followed Dr. Littlejohn's address.

New officers elected to serve for 1953-54 are: president, Mrs. W. W. Howell, Greenville High School; vice president, William P. Warren, Candler High School; and secretary-treasurer, Carrie Hickman, Cramerton High School.

Florida

The Florida Business Education Association held its annual spring luncheon business meeting at the Wayside Inn in Tampa on March 20 with Frances Causey presiding.

The twenty-fifth anniversary of the association was celebrated by presenting corsages to four of the original seven members. Those who were honored were Bessie Snavelly, Elna Gooden, and Ida Lockwood of Tampa; and Beulah D. Harwell of Jacksonville. Miss Snavelly gave some interesting facts about the formation of the organization.

The guest speaker for the meeting was Lauren O. Lindstrom, General Sales Manager for the Gregg Publishing Division of McGraw-Hill Book Company.

During the business session Bessie Hiers presented a revision of the constitution with by-laws which the group adopted. Beulah D. Harwell was named historian for the association.

Officers elected for the coming year are Della Rosenberg, Bradford County High School, president; Edna Long, Bartow High School, vice president; Bessie Heirs, Lake City High School, secretary-treasurer; and John Hudson, St. Petersburg High School, sergeant-at-arms.

Hortense K. Barnes of Tampa was in charge of the local arrangements.

South Carolina

On March 27, the South Carolina Business Education Association held the annual spring convention at the Central Methodist Church in Spartanburg.

Following a luncheon, Roy W. Poe, managing editor, the Gregg Publishing Company of New York, addressed the group. In his talk on "Improvement of Instruction in Bookkeeping and Secretarial Subjects," Mr. Poe presented the group with many helpful suggestions in the improvement of classroom teaching in these two important areas.

Mississippi

The meeting of the Mississippi Business Education Association was held in Jackson on March 20, with Kathleen Carmichael, Clarksdale High School, presiding.

T. James Crawford of Indiana University addressed the group on the subject of "Increased Classroom Performance Through Improved Typewriting Procedures." Following Mr. Crawford's excellent address, Mary Pajunas, special representative of International Business Machines, Cleveland, Ohio, gave a demonstration lecture on the use of the electric typewriter in the classroom.

The new officers elected to serve for the coming year are: Ida Mae Pieratt, Mississippi Southern College, Hattiesburg, president; Frank Herndon, University of Mississippi, Oxford, vice president; and Beatrice Hamill, Philadelphia High School, Philadelphia, secretary-treasurer.

IN ACTION

CENTRAL REGION

St. Louis Area

The final meeting of the St. Louis Area Business Educators Association will be held April 25, at the Audio-Visual Building, 1517 South Theresa Avenue in St. Louis. The meeting will begin at 9:30 a.m. Vera B. Meyer, president, has announced a number of speakers representing business who will present a program featuring successful office practices.

The Education Committee of NOMA will cooperate with the Area Association in its April program and in the continuing effort to bring business and business education into close relationship.

Election of officers for the ensuing year will be held.

EASTERN REGION

New Jersey

The Tenth Annual Business Education Workshop, sponsored jointly by the New Jersey Business Education Association and Paterson State Teachers College of New Jersey will be held on the campus of the college on May 26, 1953.

A tour of the college campus and exhibits of business education materials and equipment have been arranged in addition to the following program:

1. A bookkeeping demonstration lesson with projectors—Vu Graph and other equipment under the direction of M. Herbert Freeman of Paterson State Teachers College.

2. A shorthand demonstration lesson

using dictation tapes under the direction of Charles E. Zoubek of Gregg Publishing Company.

3. An electric typing demonstration under the direction of Opal Delancey of Paterson State Teachers College.

4. A Stenograph demonstration lesson by Gilbert Kahn of Newark.

Officers of the New Jersey association are Gilbert Kahn, East Side High School, Newark, president; Emma M. Audesirk, High School, North Arlington, vice president; Corinne Thompson, High School, Rosella Park, secretary; and Richard Borger, High School, Princeton, treasurer.

UNIVERSITY OF



SOUTHERN CALIFORNIA

SUMMER

SESSION

SIX WEEKS SESSION—June 22 to July 31
FOUR WEEKS SESSION—August 3 to August 28

- Special rates for teachers in active service
- Living accommodations available on and near the campus
- Organized cultural, social, and recreational programs



The University of Southern California offers a wide selection of graduate and undergraduate courses in Business Education leading to the Master's and Doctor's Degrees.

TWO WORKSHOPS: (1) Workshop under the supervision of six prominent specialists in Business Education; (2) Cooperative Experience Business Workshop.

LUNCHEONS: Hear outstanding Business Education leaders at weekly luncheon meetings.

PROFESSIONAL COURSES IN BUSINESS EDUCATION: Workshop 1) Business Education: Recent Developments in Business Education; Advanced Problems of Instruction in General Business Subjects; Advanced Problems of Instruction in Typewriting; Advanced Problems of Instruction in Bookkeeping; Instructional Organization and Supervision in Business Education; Master's Project Seminar.

SUBJECT MATTER COURSES IN COMMERCE include: Beginning and Intermediate Typewriting; Beginning Shorthand (Gregg Simplified); Office Appliances; Records Control; Office Management; Accounting; Advertising; Finance; General Business; Marketing; Retailing; Transportation and a very special course in War and Postwar Economic Problems.

RELATED COURSES IN EDUCATION include: School Organization and Administration; Audio-Visual Materials; Personality and Mental Hygiene; Educational Psychology; Principles and Techniques of Guidance.

For further information and Bulletin, write to
Dr. A. C. Fries, Head, Business Education Department

UNIVERSITY OF SOUTHERN CALIFORNIA
LOS ANGELES, 7, CALIFORNIA

IMPORTANT TO MEMBERS

Membership Year: Renewal memberships received prior to expiration date of current membership will be extended from date of expiration. Other memberships will begin on month following receipt of application and will continue one year.

Change of Address: Please do not give a change of address for the summer months if the teaching address next year will be the same as the present address or if you do not yet know your address for the next school year. Give the old as well as the new address when requesting a change.

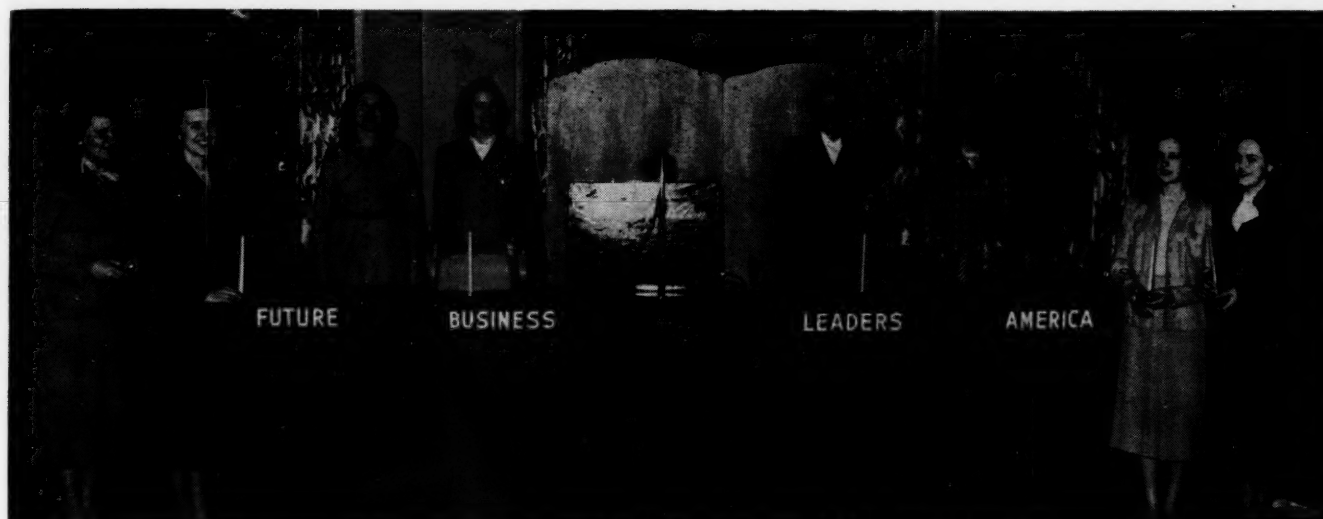
Business Education Forum is published monthly (October through May) and is a service to professional and regular members of the Association.

The National Business Education Quarterly is published four times a year as a service to professional members of UBEA Divisions—Research Foundation; Administrators; U. S. Chapter of the International Society; and the National Association of Business Teacher-Training Institutions.

Students Typewriting Tests, a non-profit service, are available at cost. Orders should be placed with the UBEA office three weeks before tests are to be used.

National Business Entrance Tests, three series, are available from the Joint Committee on Tests, National Office Management Association, 132 West Cheltenham Avenue, Philadelphia 44, Pennsylvania.

FBLA Forum is published four times a year as a service to members of the Future Business Leaders of America. FBLA FORUM copy is incorporated as a monthly service for readers of BUSINESS EDUCATION FORUM.



INSTALLATION CEREMONY . . . Four members of the National Installation Team from Waukesha (Wisconsin) High School and four members of the Horace Mann (Gary, Ind.) High School chapter presented the FBLA installation ceremony at the 1953 convention of the National Association of Business Teacher-Training

Institutions which was held in Chicago. In the foreground are (left to right) Dorothy Milligan, Nancy Olander, Dorothy Morrison, and Margaret Jackson of Gary. Standing behind the FBLA stations are Shirley Juresh, Nancy Dresdow, Lois Martner, and Barbara Just of Waukesha.

HERE AND THERE

¶ To show how cooperative they can be, the newly elected members of the Taylorsville (S. C.) High School Chapter are requested to repeat upon meeting a chapter member, "Future Business Leader, I salute you." Candidates must also offer their assistance to the teachers for the day. Some teachers comment that they wish the FBLA initiations would come more often.

¶ Members of the FBLA Chapter at Louisville (Colorado) High School made a survey among the graduates of the business department. The purpose of the survey was to determine how the department can be improved. The results show that more instruction on office machines would prove helpful to the graduates. The Chapter is now renting office machines for use of the business department with the hope that the school will be able to provide machines within the next year or two.

¶ Ten new members were initiated at the candlelight service held in Placerville, California. This makes a total membership of twenty-five for the El Dorado County High School Chapter.

¶ The first collegiate chapter of FBLA to be organized in Virginia is at Richmond Professional Institute, College of William and Mary. Madison College and Radford College have also organized chapters recently.

¶ Pierce Junior College in Canoga Park, California, has been granted a charter. Delegates from the chapters at East Los Angeles Junior College, North Hollywood High School, Van Nuys High School, and El Camino Junior College attended the installation ceremony.

FBLA FORUM is published in October, December, March, and May, by the Future Business Leaders of America. Executive and editorial offices are at 1201 Sixteenth Street, N.W., Washington 6, D. C. Membership in the organization is fifty cents a year, twenty-five cents of which is for a year's subscription to the FBLA FORUM. Application pending for entry as second-class matter at the Post Office at Washington, D. C.

THE FIRST NATIONAL CONVENTION

It was a grand convention. Even though it was the first National FBLA Convention, it was well organized. Our delegation of four students and sponsor stayed at the Conrad Hilton Hotel, which we discovered was the largest in the world. All during our stay we were constantly amazed at the spaciousness of this wonderful hotel.

The first thing on the agenda was registration and a display of exhibits. The exhibits by the different delegations were very interesting with scrapbooks, pictures, framed charters, membership rolls, and plaques of the clubs. A most impressive exhibit was Louisiana's huge wooden scrapbook shaped like the state. There was a cardboard page for each FBLA Club in the state. Another scrapbook, shaped like our FBLA pin, was very cleverly done. All of these exhibits gave us very good ideas for future work in our own club.

At our luncheon, we were warmly welcomed to Chicago, which was quite a thrill. The convention, by now, was well underway and we were busy attending the various meetings and making friends, which we consider a most wonderful part of any convention. We were able to discuss subjects with delegates from all over the country and this gave us an opportunity to broaden our outlook and accent our interest in FBLA.

Of course, there was more than just meetings, for we went on sightseeing tours and saw such places as the Field Museum, the Loop district, Soldier's Field, Chicago University, Marshall Field & Co., and many other familiar places. In the evening, we attended a grand banquet and dance, given in the delegates honor.

As a result of our discussions and meetings at this convention we received many suggestions and ideas of club work

the bulletin board

SOUTHWESTERN CONFERENCE

Tulsa University will sponsor a summer conference on July 11. Office efficiency experts will demonstrate the latest procedures of interest to business teachers. All inquiries should be addressed to Clyde I. Blanchard, Department of Business Education, Tulsa University, Tulsa, Oklahoma.

RESERVATION FORM FOR 1953 MEETING OF UBEA REPRESENTATIVE ASSEMBLY Washington, D. C., May 29-30, 1953

Last Name First Name Miss, Mrs., Mr., Dr.

School

Your Address—Number and Street

City Zone State

Name of affiliate association you represent as a (delete one) delegate or alternate

..... Number of reservations you desire for the tour. (The tour will be held on Friday afternoon, May 29. The cost will be approximately \$2.50 including tax and gratuity. Reservations should be made early, however, tickets may be picked up at the UBEA registration booth prior to 10:00 a.m. on the day of the tour.)

..... Check here if you are not a delegate or alternate but wish to attend the UBEA open meeting and tour. (The meetings will be open to all UBEA members and members of affiliate associations. Business teachers in the Washington area and others who can arrange to be present are cordially invited to attend these meetings.)

..... Check here if you are accompanying an FBLA group to the FBLA Convention on May 29-30, in Washington.

Please mail this reservation to Hollis Guy, Executive Secretary, UBEA, 1201 Sixteenth Street, N. W., Washington 6, D. C.

JOINT CONFERENCE IN TEXAS

The Sixth Annual Business Education Conference sponsored by **North Texas State College** and **Texas State College for Women**, Denton, Texas, will be held in Denton on June 11-12. Headquarters will be Hubbard Hall on the Texas State College for Women campus. A splendid program has been planned and a large number of Texas business education teachers and businessmen are expected to attend the conference. Write to Joe R. Peters, Chairman, Business Education Conference, North Texas State College, Denton, Texas, for a copy of the conference program.

BLOOMSBURG CONTEST AND MACHINES EXHIBIT

The Twenty-first Annual Business Education Contest and Office Machines Show will be held at the **State Teachers College**, Bloomsburg, Pennsylvania, on May 2. Entry blanks and information concerning the events may be secured from Richard G. Hallisy, Director of Business Education, State Teachers College, Bloomsburg, Pennsylvania.

JOINT WORKSHOP IN NEW JERSEY

The Tenth Annual Business Education Workshop, sponsored jointly by the **Paterson State Teachers College** and the **New Jersey Business Education Association** will be held on the campus of the college on May 26, 1953. Business education teachers within commuting distance of the Paterson State Teachers College are cordially invited to attend the workshop. Information concerning the program may be obtained by writing to M. Herbert Freeman, Paterson State Teachers College, Paterson, New Jersey.

ANNUAL CONFERENCE

The **University of Pittsburgh** will sponsor its annual Business Education Conference on July 15, 16, and 17. A complete announcement concerning the program may be obtained from the office of D. D. Lessenberry, School of Education, University of Pittsburgh, Pittsburgh, Pennsylvania.

SOUTHERN AREA CONFERENCE

The Business Education Conference sponsored by **Alabama College** on June 11, 12, and 13 will feature the teaching of typewriting and shorthand. Visitors will be accommodated in one of the college dormitories. Information concerning the conference may be obtained from Lelah Brownfield, Alabama College, Montevallo, Alabama.

WORKSHOP FOR SOUTH DAKOTA TEACHERS

A workshop in business education is being sponsored by the School of Business at the **University of South Dakota** in cooperation with the State Department of Public Instruction from July 6 through 17. A handbook in business education including a course of study for the State of South Dakota will be the project of the workshop. The workshop is under the direction of Hulda Vaaler, Department of Business Education, University of South Dakota, Vermillion.

A SPECIAL OFFER

While the supply lasts, special packages containing three copies of feature issues of **BUSINESS EDUCATION FORUM** (March 1947-May 1952) may be obtained at less than one-half the present single issue rate—we pay postage, too. When the supply of any issue requested has been depleted, a substitution will be made in the same subject-matter area.

On the order form below, please check the subject-matter area and write in the years of publication desired. Send the form with \$1.00 for each package checked to:

UNITED BUSINESS EDUCATION ASSOCIATION
1201 SIXTEENTH STREET, N. W.
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Please send me the special packages checked below. I am enclosing \$

Subject-Matter Area	Year of Issue (List three between '47 and '52)		
..... Shorthand
..... Typewriting
..... Bookkeeping
..... Teaching Aids
..... General Clerical and Office Machines
..... Basic Business
..... Distributive Occupations
..... Office Standards and Cooperation with Business

Name

Street and No.

City Zone State

FBLA IN ACTION

which we have brought back to our own school as projects for us to complete this year. We plan to have a plaque for our outstanding business department graduate, publish a newspaper for our club, and begin a scrapbook, by all means. We learned, also, what was expected of us in the business world.

Before the convention ended, officers of the FBLA were elected for the current year. This was an exciting part of the convention, with electioneering and business talent everywhere. Unfortunately, Kentucky's delegates could only vote for district officers because we have no state chapter. We certainly are anxious to have a state chapter and hope that other schools will become interested in this regard. Our club is anxious to offer whatever information or experience is available to interested schools. Yes, it was truly a grand convention and experience for Bourbon County Vocational delegates and we're looking forward to the Washington Convention next spring.—PATRICIA HINKLE, Vice President, Bourbon County Vocational High School Chapter, Paris, Kentucky.

TERRACE PARK CHAPTER

Terrace Park (Ohio) High School Chapter was host to a Guest Day Program for schools of Greater Cincinnati on January 17. This was our first guest day and we hope to have it as an annual affair. Sally Chapman, president, presided at the meeting.

Mr. Richard W. Herron, Superintendent of Terrace Park Schools, welcomed the guests. He stressed the values of FBLA to the school and community. Mr. Phillip Heil, President of Board of Education, made appropriate comments.

"What FBLA Means to Us" was discussed by several students from Clay-Genoa High School, Loveland High School and Terrace Park High School. Mrs. Dora Shaw, Clay-Genoa High School, State High School Adviser, spoke on FBLA for Teachers. Mr. John L. Wilson, Assistant Superintendent Hamilton County Schools, discussed FBLA from the administrators point of view. Dr. E. G. Knepper, Bowling Green University, State Chairman, gave a brief resumé of FBLA. Questions concerning the establishments of chapters from various schools were answered.

Machine demonstrations given by Remington-Rand Company and Monroe Calculating Company were greatly enjoyed by students and teachers.

Cincinnati Chapter of National Office Managers Association conducted a panel for our afternoon meeting. Miss Katherine Betz, Betz Secretarial School was the Moderator of the panel. Other members were Mr. Albert A. Graves, Central Trust Company; Mr. John Sanning, Ohio National Life Insurance Company and Mr. Jack Cholmondeley, Littleford Nelson School of Commerce.

GRAYSON HIGH SCHOOL

The Grayson (La.) Chapter included in its projects something charitable during Christmas for the underprivileged children of the parish. At the November meeting it was unanimously agreed to make "stick horses" for those children who possibly would not have any toys for Christmas. Mrs. Ruby Baxter, sponsor, had made "stick horses" the previous Christmas, and it proved a worthwhile project.

The problem of financing such an adventure was solved easily through a business experience of soliciting business

people for materials to make the toys. Needed materials were: mens' work socks, (for head); cotton, (for stuffing); bright felt, (for ears); rug yarn, (for mane); buttons, (for eyes and nose); and broom and mop handles.

These "stick horses" were distributed through the Kiwanis Club in the Christmas packages going to needy families. The result of the efforts of the members was two-fold that of working on the essential money-making projects for the financing of the club activities and the pleasure received from making gifts to help spread Christmas cheer to needy children.

SIOUX FALLS CHAPTER

The Washington High School Chapter of FBLA at Sioux Falls, South Dakota, has a current membership of seventy-five. At a recent meeting, a local attorney, Mr. Robert May, spoke to the group and cited problems which members might encounter in the business world.

One project for the year is to raise money for the purpose of buying a piece of furniture for the new YWCA building. Another big project the chapter members have in mind is to interest schools in the state to organize FBLA chapters so that they may have a state organization and send representatives to the State and National Conventions.

The club members help with the clerical work in the main office at the high school, where eleven members each work a one-hour shift a day. Other members, who are not assigned to definite jobs, do mimeographing and correspondence for different department heads when called upon.

Another service project was that of assisting with the registration at the meeting of the South Dakota Education Association.

The officers include co-chairmen, June Smith and Leah Rawie, secretary, Geraldine McHenry and treasurer, Janice Sona. Committees appointed were as follows: Social—Theresa Burhenn and Edith Nauen. Membership—Kathy Cook, Joan Terrenoud, Donna Mekvold and Jill Wear. Program—Jeroline Johnson, Carol Simmons and Connie Hanger.

VINTON ACTIVITIES

Besides regular meetings, the Lincoln High School Chapter at Vinton, Iowa, sponsors three major meetings during the year which provide contacts with three interested groups—the parent, the employer, and fellow students outside the Vinton school.

The first of these was the student-parent meeting held December 8. Dr. Lloyd Douglas, head of the Department of Business Education at Iowa State Teachers College was the guest speaker, discussing job opportunities and requirements with the students and their parents.

The March 20 meeting is the third annual all-county meeting to which business students and teachers of the county and neighboring towns are invited for an evening of discussion, square dancing, and refreshments.

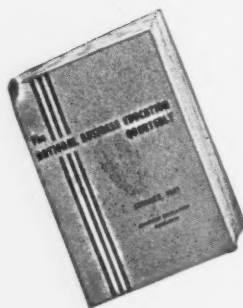
The last, to be held in April, is a student-employer meeting that climaxes the Co-operative Training Program in the secretarial field.

At the regular meetings, after disposing of business, the students take field trips, work on programs and projects, and have speakers. Parties add variety and fun.



**FEATURED IN
Business Education
(UBEA) Forum**

- Oct. Shorthand
- Nov. Typewriting
- Dec. Bookkeeping
- Jan. Teaching Aids
- Feb. General Clerical and Machines
- Mar. Basic Business
- Apr. Distributive Occupations
- May Cooperation with Business



**FEATURED IN
The National Business
Education Quarterly**

- Oct. General Issue
- Dec. Business Teacher Education
- Mar. Research in Business Education
- May Problems in the Administration of Business Education

BE PROFESSIONAL

Join now the more than 6000 business teachers who are making our profession strong on a national basis. **Boost United! Be United!** It is your national specialized professional organization.

The United Business Education Association

deserves the active support of all business teachers in its program to

Promote better business education

UBEA is a democratic organization. The policies of the association are made by a Representative Assembly composed of delegates from the affiliated associations. Any member of **UBEA** may attend the annual meeting of the assembly, but only delegates have voting privileges. Fifty state, area, and regional associations of business teachers are affiliated with **UBEA**.

UBEA's Executive Board (National Council for Business Education) is elected by mail ballot. Three board members represent each of the five districts. This group acts for the Representative Assembly in executing policies of the association.

UBEA has four divisions—Research Foundation; Administrators Division; National Association of Business Teacher-Training Institutions; and the U. S. Chapter, International Society for Business Education. The Divisions elect their own officers, hold conventions, and work on problems in their respective areas of interest. Members of the Divisions are also known as professional members of **UBEA**.

UBEA sponsors more than 700 local chapters of the Future Business Leaders of America, the national youth organization for students in colleges and secondary schools enrolled in business subjects.

UBEA owns and publishes the *Business Education (UBEA) Forum* and *The National Business Education Quarterly*. The twenty-four *Forum* and *Quarterly* editors, each a specialist in his field, provide the readers with down-to-earth teaching materials.

UBEA cooperates with other professional associations, organizations of businessmen, and Federal agencies in projects which contribute to better business education.

UBEA provides a testing program in business subjects—Students Typewriting Tests, and the National Business Entrance Tests which is published and administered by the **UBEA-NOMA** Joint Committee.

MEMBERSHIP RATES

Regular—Including full active privileges in the association and a year's subscription to the *Business Education (UBEA) Forum* and special membership releases **\$3.00**

(Add 50c to above for Southern and Mtn. Plains Regions)

Professional—Including full active privileges in **UBEA** and the four **UBEA** Professional Divisions: Research Foundation, Administrators Division, National Association of Business Teacher-Training Institutions (individual), and U. S. Chapter of International Society for Business Education; also a year's subscription to *Business Education (UBEA) Forum*, *The National Business Education Quarterly*, bulletins, and special membership releases **\$6.00**

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Life—same as Regular on a continuous basis **\$50.00**

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A Department of the National Education Association

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